

School Report



Assessments of Reading, Writing and Mathematics Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2012–2013

School: Timberbank Jr PS (556793)

Board: Toronto DSB (66052)

On behalf of EQAO, I am pleased to provide you with the results of the 2012–2013 Assessments of Reading, Writing and Mathematics for the primary division (Grades 1–3) and junior division (Grades 4–6).

This report provides the 2013 school and board results as well as results for previous years, so you can track progress over time. You'll also find demographic and attitudinal information about schools, which provides context for a deeper analysis of the achievement results.

By assessing all students in our education system at key stages in their schooling, EQAO is able to provide reliable and objective data at the individual student, school and board levels. EQAO data continue to inform board improvement planning strategies and provide important evidence of learning at the local school level. This evidence helps educators and parents engage in meaningful conversations about student achievement. The data also allow school communities to identify strengths and opportunities for improvement so they can continue to make evidence-based decisions in their planning.

We continue to advocate the use of EQAO data in combination with classroom-generated results and other information sources to develop strategies and action plans that will make a measurable difference in learning outcomes.

At EQAO, we are pleased to continue our partnership with you as you help students reach their full potential. I trust you will continue to find our reports to be a rich source of information as you turn knowledge into action for the benefit of your students and community.

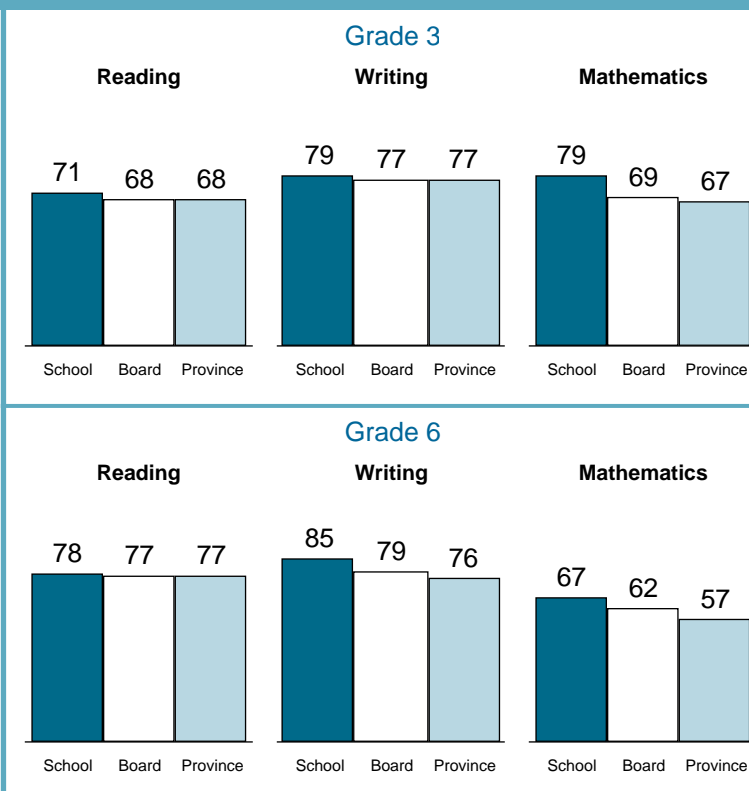
Sincerely,

Bruce Rodrigues
Chief Executive Officer
Education Quality and Accountability Office

WHERE TO FIND . . .

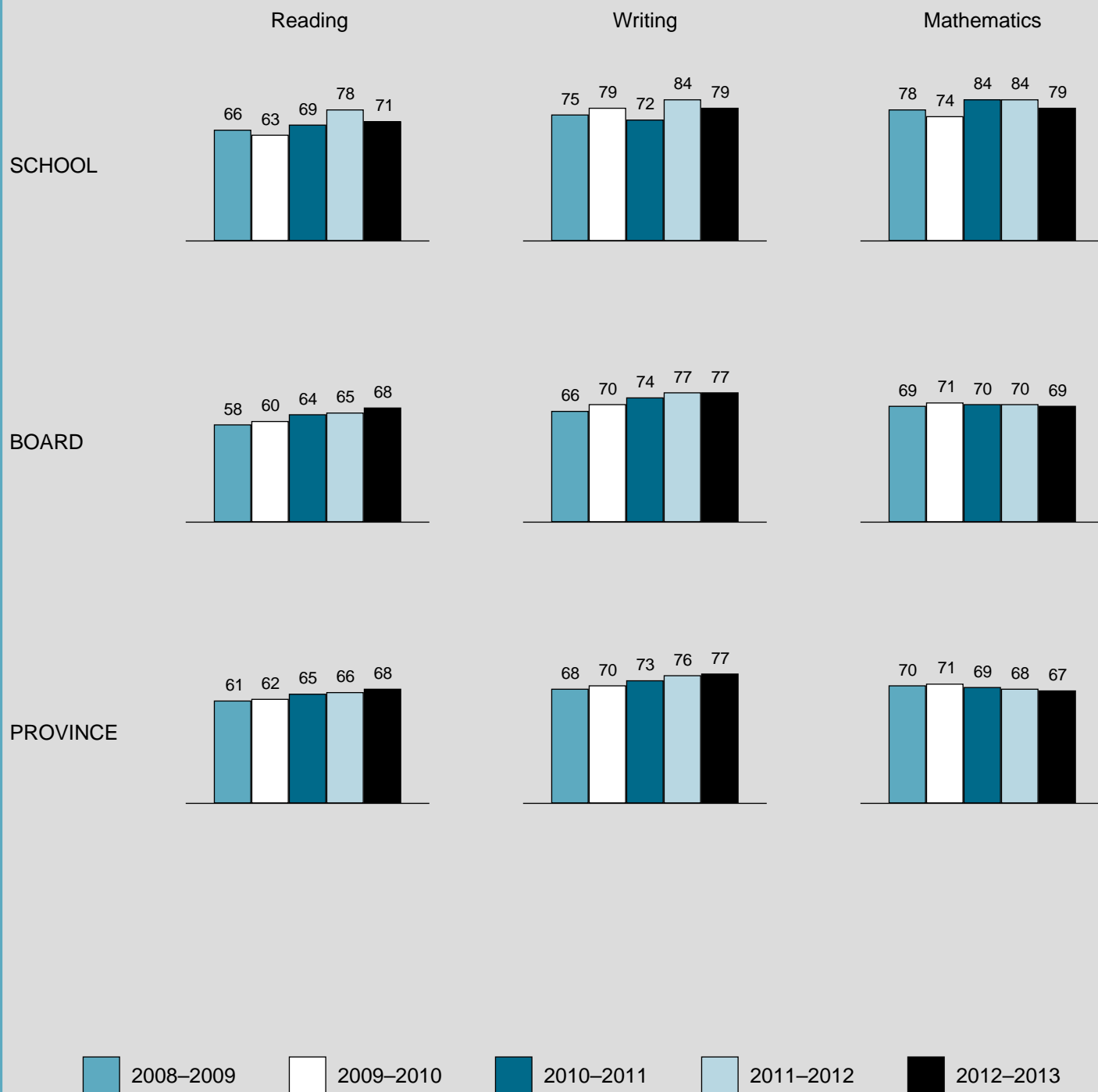
	Grade 3	Grade 6
Percentages of all students at or above the provincial standard:		
• 2012–2013	1	1
• Over time	2	3
Tips for using this report	4	4
Contextual information: 2012–2013	5	9
Results for groups of students: 2012–2013		
• All students	6	10
• Participating students	7	11
• Students by gender	8	12
Contextual information: Over time	13	17
Results for all students: Over time	14–16	18–20
Results for all students: Over time by gender	21	22
Student questionnaire results	23–29	30–36
Explanation of terms	37	37

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4), 2012–2013



RESULTS FOR ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME

Percentage of Students: Grade 3

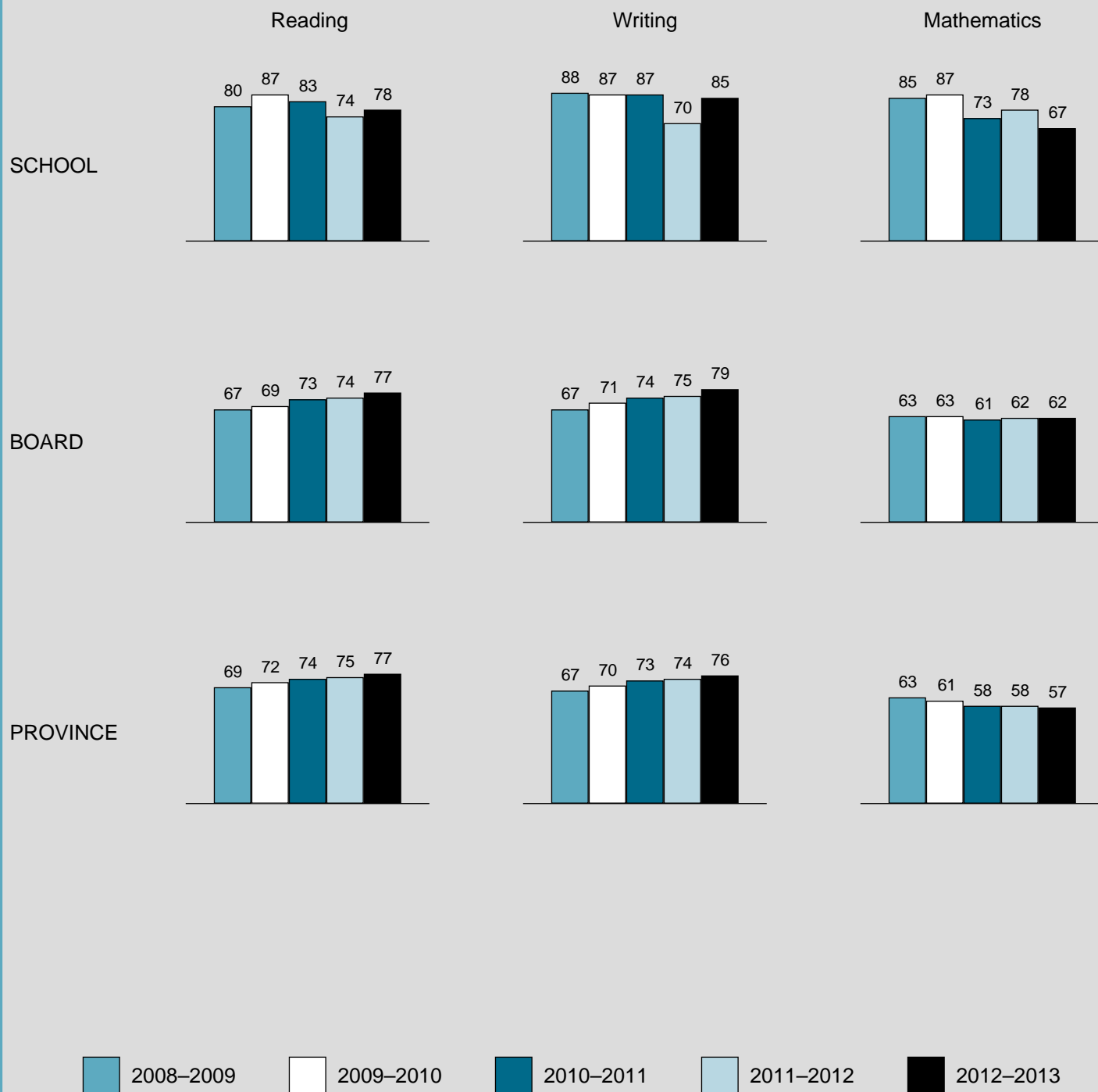


Total Number of Grade 3 Students

	<u>2008-2009</u>	<u>2009-2010</u>	<u>2010-2011</u>	<u>2011-2012</u>	<u>2012-2013</u>
School	32	19	32	32	28
Board	17 392	16 889	16 741	16 978	17 190
Province	125 481	127 789	124 117	126 455	127 645

RESULTS FOR ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME

Percentage of Students: Grade 6



Total Number of Grade 6 Students

	<u>2008-2009</u>	<u>2009-2010</u>	<u>2010-2011</u>	<u>2011-2012</u>	<u>2012-2013</u>
School	40	15	30	23	27
Board	17 552	17 174	16 587	16 935	16 452
Province	136 076	134 294	132 308	129 477	131 589

TIPS

Each school or board is unique. To appreciate the distinctive character of a school or board, look at the contextual information to understand the features and characteristics of the community it serves.



Every assessment captures the performance of students at one point in time each year. Consider the results along with other information about students' achievement in reading, writing and mathematics.



Exercise caution when interpreting results for small schools or boards. Results may vary considerably from year to year, and differences may look exaggerated. For example, in a school of 20 students, a difference of 10% represents only two students.



Trends may be difficult to identify or to interpret. This is especially true in small schools or boards, or in schools where there is a high turnover in the student population.



EQAO values students' privacy. Results are not reported publicly for schools where fewer than 10 students fully participated in 2012-2013, or fewer than 15 students fully participated prior to 2012-2013 because it might be possible to identify individual students.

ABOUT THIS SCHOOL OR BOARD REPORT

This report shows how well students have met curriculum expectations to the end of the Primary Division and the end of the Junior Division. Students complete a set of test booklets that allow them to show what they have learned in reading, writing and mathematics. The assessments are based on *The Ontario Curriculum*.

This report includes

- ◆ results for this year
- ◆ a comparison of results of the current and previous administrations to aid in monitoring improvement
- ◆ information about the characteristics of the students who participated
- ◆ summary graphs showing the percentage of students achieving the provincial standard in reading, writing and mathematics
- ◆ detailed tables and graphs showing results for all levels of achievement, results for gender and participation information
- ◆ student questionnaire results
- ◆ an explanation of all terms used in this report.

HOW TO USE THIS REPORT

- ◆ Examine the contextual information to understand the similarities and differences between the school, the board and the province; the board and the province. Consider the challenges that any differences might present.
- ◆ Examine the results for reading, writing and mathematics.
 - Are these results consistent with what you would expect?
 - How do the school results compare to the board and the province; the board results compare to the province?
 - How do these results compare over time?
 - What influence might students' attitudes have on student performance (refer to the questionnaire results)?
- ◆ Speak to school or board staff about the goals for school improvement related to reading, writing and mathematics.

The Education Quality and Accountability Office is an independent agency that gathers information about student achievement through province-wide assessments. Each year, all Grade 3 and Grade 6 students across Ontario take part in these assessments of reading, writing and mathematics. Individual results are reported to students and to parents and guardians. School, board and provincial results are released publicly.

Learn more about us at www.eqao.com.

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2012–2013

Contextual Information: Grade 3*

This information provides a context for interpreting the school's results.

Demographic Information	School		Board		Province	
Enrolment						
Number of Grade 3 students	28		17 190		127 645	
Number of classes with Grade 3 students	3		1 543		9 556	
Number of schools with Grade 3 classes	Not applicable		402		3 340	
NumberPercentNumberPercentNumberPercent						
Gender						
Female	15	54%	8 421	49%	61 888	48%
Male	13	46%	8 769	51%	65 757	52%
Gender not specified	0	0%	0	0%	0	0%
Student Status						
English language learners**	4	14%	749	4%	16 093	13%
Students with special education needs (excluding gifted)**	8	29%	3 275	19%	21 452	17%
Place of Birth						
Born in Canada	21	75%	13 822	80%	114 431	90%
Born outside Canada	7	25%	3 343	19%	13 081	10%
In Canada less than one year	0	0%	152	1%	786	1%
In Canada one year or more but less than three years	3	11%	872	5%	2 941	2%
In Canada three years or more	4	14%	1 996	12%	8 601	7%
Language						
First language learned at home was other than English	19	68%	7 558	44%	28 595	22%
Year Student Entered Current School						
Year of the assessment	5	18%	2 335	14%	17 108	13%
Year prior to the assessment	7	25%	1 895	11%	13 749	11%
2 years prior to the assessment	4	14%	2 191	13%	18 818	15%
3 or more years prior to the assessment	12	43%	10 743	62%	77 892	61%
Data not available	0	0%	26	<1%	78	<1%
Year Student Entered Current Board						
Year of the assessment	1	4%	1 208	7%	8 038	6%
Year prior to the assessment	5	18%	1 149	7%	7 422	6%
2 years prior to the assessment	5	18%	1 442	8%	11 069	9%
3 or more years prior to the assessment	17	61%	13 329	78%	98 569	77%
Data not available	0	0%	62	<1%	2 547	2%

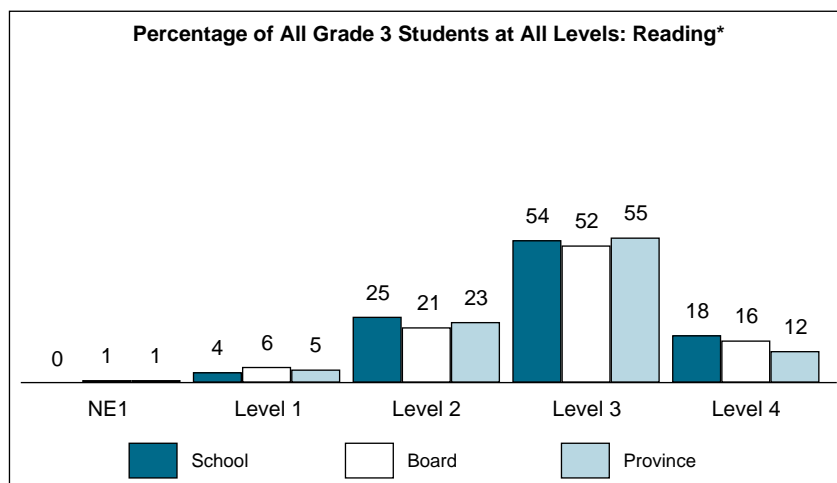
* Contextual data pertaining to gender, student status, place of birth, language learned at home and year entered school and board are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

** See the Explanation of Terms.

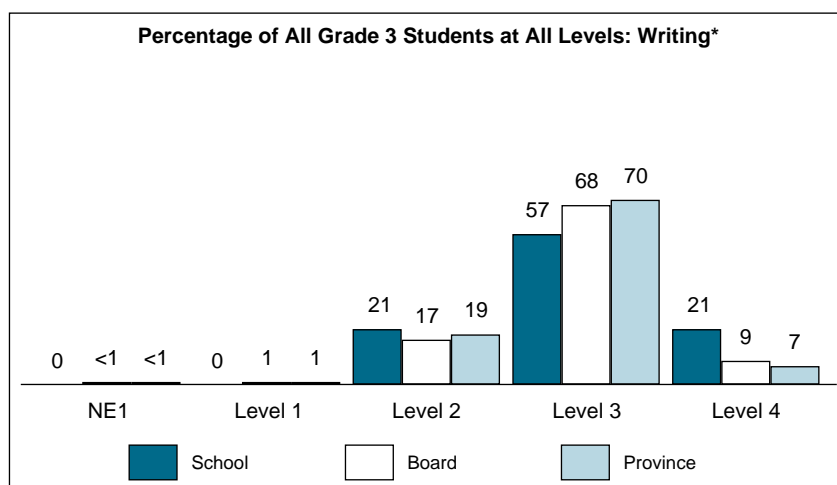
Results in Reading, Writing and Mathematics, 2012–2013

Grade 3: All Students^{††}

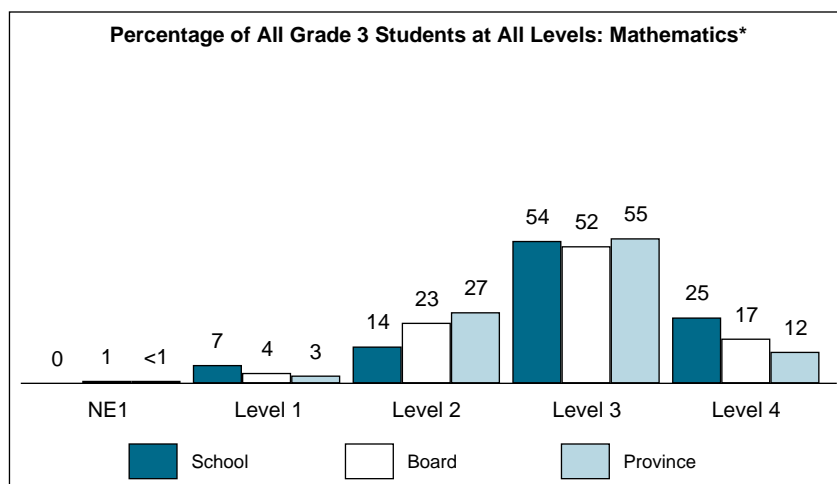
Grade 3: Reading*				
Number of Students	School 28		Board 15 505	Province 122 450
	#	%	%	%
Level 4	5	18%	16%	12%
Level 3	15	54%	52%	55%
Level 2	7	25%	21%	23%
Level 1	1	4%	6%	5%
NE1**	0	0%	1%	1%
Participating Students	28	100%	96%	97%
No Data	0	0%	1%	1%
Exempt	0	0%	3%	3%
At or Above Provincial Standard (Levels 3 and 4) [†]		71%	68%	68%



Grade 3: Writing*				
Number of Students	School 28		Board 15 505	Province 122 447
	#	%	%	%
Level 4	6	21%	9%	7%
Level 3	16	57%	68%	70%
Level 2	6	21%	17%	19%
Level 1	0	0%	1%	1%
NE1**	0	0%	<1%	<1%
Participating Students	28	100%	96%	97%
No Data	0	0%	1%	1%
Exempt	0	0%	3%	2%
At or Above Provincial Standard (Levels 3 and 4) [†]		79%	77%	77%



Grade 3: Mathematics*				
Number of Students	School 28		Board 17 188	Province 127 633
	#	%	%	%
Level 4	7	25%	17%	12%
Level 3	15	54%	52%	55%
Level 2	4	14%	23%	27%
Level 1	2	7%	4%	3%
NE1**	0	0%	1%	<1%
Participating Students	28	100%	96%	97%
No Data	0	0%	1%	1%
Exempt	0	0%	3%	2%
At or Above Provincial Standard (Levels 3 and 4) [†]		79%	69%	67%



* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.

** See the Explanation of Terms.

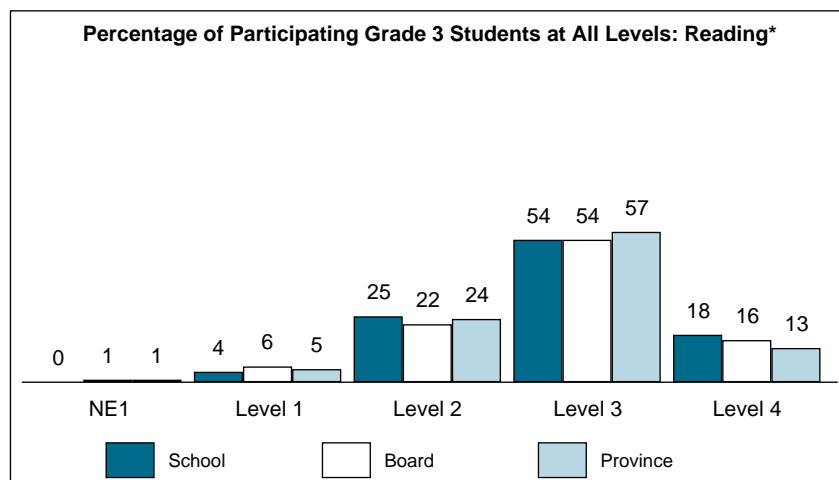
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

†† Some French Immersion students do not write all components of the assessment in Grade 3; the numbers shown reflect those students who were expected to write each component as determined by the French Immersion participation option selected by boards.

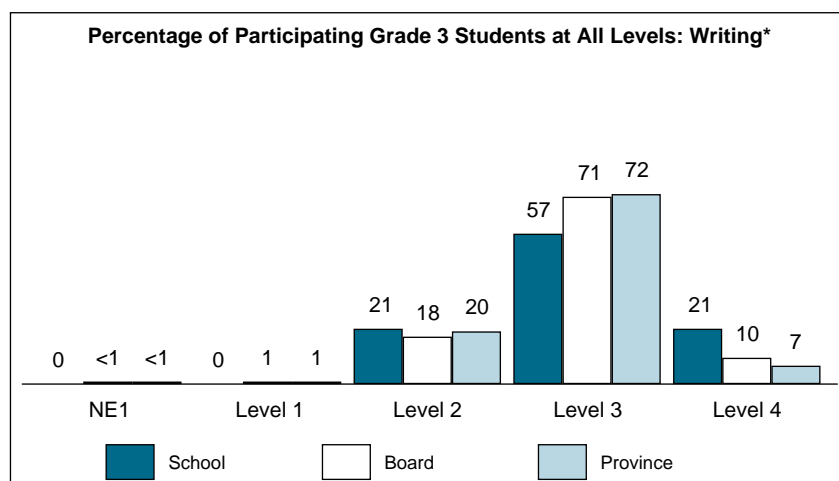
Results in Reading, Writing and Mathematics, 2012–2013

Grade 3: Participating Students (excludes “no data” and “exempt” categories)

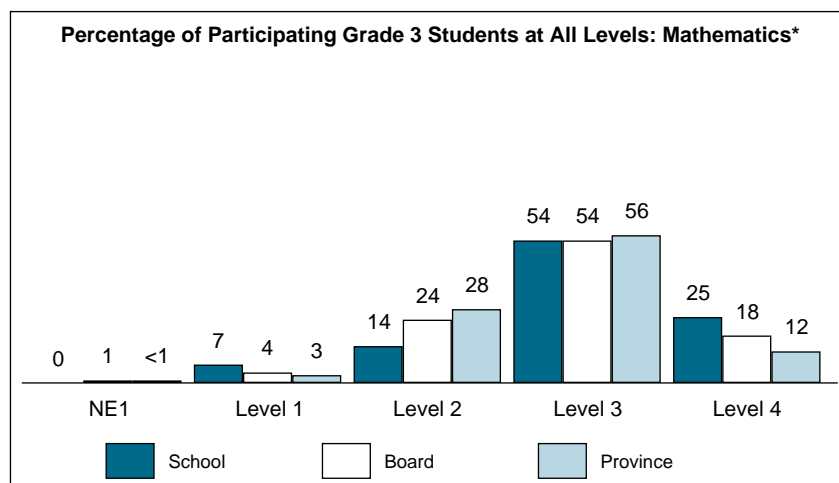
Grade 3: Reading*				
Number of Students	School 28		Board 14 844	Province 118 539
	#	%	%	%
Level 4	5	18%	16%	13%
Level 3	15	54%	54%	57%
Level 2	7	25%	22%	24%
Level 1	1	4%	6%	5%
NE1**	0	0%	1%	1%
At or Above Provincial Standard (Levels 3 and 4)†	71%		71%	70%



Grade 3: Writing*				
Number of Students	School 28		Board 14 865	Province 118 844
	#	%	%	%
Level 4	6	21%	10%	7%
Level 3	16	57%	71%	72%
Level 2	6	21%	18%	20%
Level 1	0	0%	1%	1%
NE1**	0	0%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4)†	79%		81%	79%



Grade 3: Mathematics*				
Number of Students	School 28		Board 16 553	Province 123 907
	#	%	%	%
Level 4	7	25%	18%	12%
Level 3	15	54%	54%	56%
Level 2	4	14%	24%	28%
Level 1	2	7%	4%	3%
NE1**	0	0%	1%	<1%
At or Above Provincial Standard (Levels 3 and 4)†	79%		72%	69%



* Because percentages in tables and graphs are rounded, percentages may not add to 100.

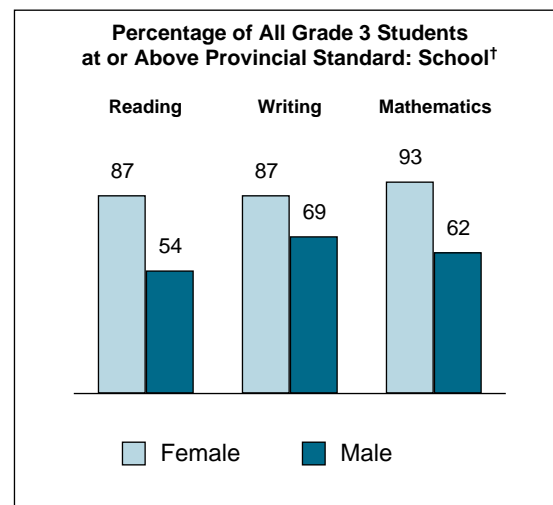
** See the Explanation of Terms.

† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

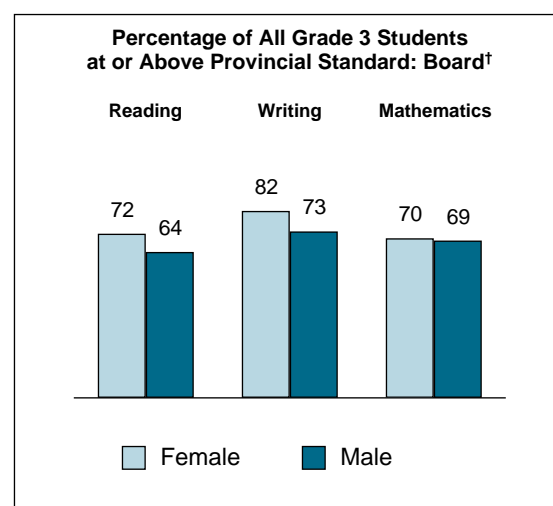
Results in Reading, Writing and Mathematics, 2012–2013

Grade 3: Gender††

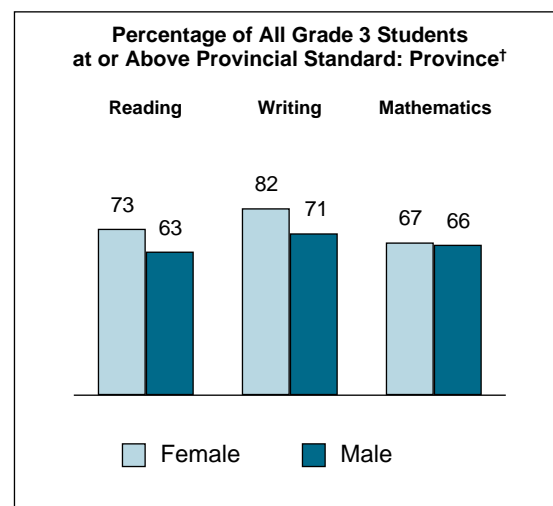
Grade 3: School*						
	Reading		Writing		Mathematics	
<i>Number of Students</i>	Female 15	Male 13	Female 15	Male 13	Female 15	Male 13
Level 4	33%	0%	27%	15%	33%	15%
Level 3	53%	54%	60%	54%	60%	46%
Level 2	13%	38%	13%	31%	7%	23%
Level 1	0%	8%	0%	0%	0%	15%
NE1**	0%	0%	0%	0%	0%	0%
<i>Participating Students</i>	100%	100%	100%	100%	100%	100%
No Data	0%	0%	0%	0%	0%	0%
Exempt	0%	0%	0%	0%	0%	0%
At or Above Provincial Standard (Levels 3 and 4)†	87%	54%	87%	69%	93%	62%



Grade 3: Board*						
	Reading		Writing		Mathematics	
<i>Number of Students</i>	Female 7 455	Male 8 050	Female 7 455	Male 8 050	Female 8 421	Male 8 767
Level 4	20%	12%	13%	6%	17%	17%
Level 3	52%	52%	69%	66%	53%	51%
Level 2	19%	23%	14%	20%	23%	22%
Level 1	5%	7%	1%	1%	4%	4%
NE1**	1%	1%	<1%	<1%	<1%	1%
<i>Participating Students</i>	97%	95%	97%	95%	97%	95%
No Data	1%	1%	1%	1%	1%	1%
Exempt	2%	4%	2%	4%	2%	3%
At or Above Provincial Standard (Levels 3 and 4)†	72%	64%	82%	73%	70%	69%



Grade 3: Province*						
	Reading		Writing		Mathematics	
<i>Number of Students</i>	Female 58 950	Male 63 500	Female 58 949	Male 63 498	Female 61 884	Male 65 749
Level 4	16%	9%	9%	4%	12%	12%
Level 3	57%	54%	73%	67%	55%	54%
Level 2	20%	26%	15%	24%	27%	26%
Level 1	4%	6%	1%	1%	3%	3%
NE1**	1%	1%	<1%	<1%	<1%	<1%
<i>Participating Students</i>	98%	96%	98%	96%	98%	96%
No Data	1%	1%	1%	1%	1%	1%
Exempt	2%	3%	2%	3%	2%	3%
At or Above Provincial Standard (Levels 3 and 4)†	73%	63%	82%	71%	67%	66%



* Because percentages in tables are rounded, percentages may not add to 100.

** See the Explanation of Terms.

† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

†† Results include only students for whom gender data were available.

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2012–2013

Contextual Information: Grade 6*

This information provides a context for interpreting the school's results.

Demographic Information	School		Board		Province	
Enrolment						
Number of Grade 6 students	27		16 452		131 589	
Number of classes with Grade 6 students	2		1 292		8 369	
Number of schools with Grade 6 classes	Not applicable		344		3 170	
Number Percent Number Percent Number Percent						
Gender						
Female	10	37%	8 101	49%	64 062	49%
Male	17	63%	8 351	51%	67 518	51%
Gender not specified	0	0%	0	0%	9	<1%
Student Status						
English language learners**	5	19%	620	4%	12 398	9%
Students with special education needs (excluding gifted)**	7	26%	3 499	21%	26 858	20%
Place of Birth						
Born in Canada	14	52%	12 505	76%	115 276	88%
Born outside Canada	13	48%	3 937	24%	16 211	12%
In Canada less than one year	0	0%	118	1%	680	1%
In Canada one year or more but less than three years	6	22%	743	5%	2 672	2%
In Canada three years or more	7	26%	2 757	17%	12 083	9%
Language						
First language learned at home was other than English	20	74%	7 446	45%	28 985	22%
Year Student Entered Current School						
Year of the assessment	8	30%	6 052	37%	29 049	22%
Year prior to the assessment	6	22%	1 321	8%	12 770	10%
2 years prior to the assessment	3	11%	1 506	9%	12 004	9%
3 or more years prior to the assessment	10	37%	7 544	46%	77 673	59%
Data not available	0	0%	29	<1%	93	<1%
Year Student Entered Current Board						
Year of the assessment	4	15%	922	6%	7 016	5%
Year prior to the assessment	3	11%	1 014	6%	6 612	5%
2 years prior to the assessment	5	19%	899	5%	6 188	5%
3 or more years prior to the assessment	15	56%	13 560	82%	107 666	82%
Data not available	0	0%	57	<1%	4 107	3%

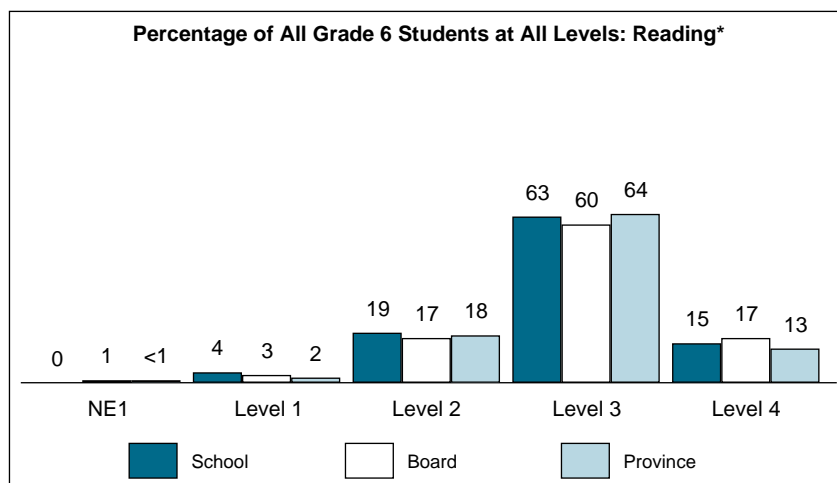
* Contextual data pertaining to gender, student status, place of birth, language learned at home and year entered school and board are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

** See the Explanation of Terms.

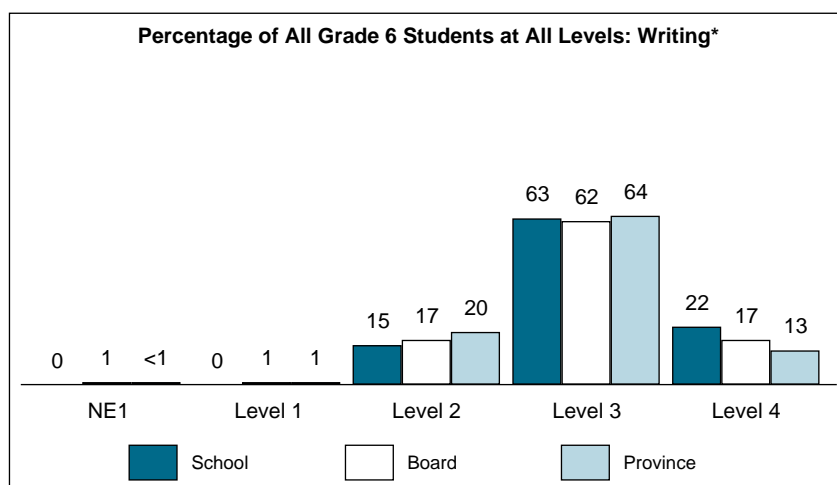
Results in Reading, Writing and Mathematics, 2012–2013

Grade 6: All Students

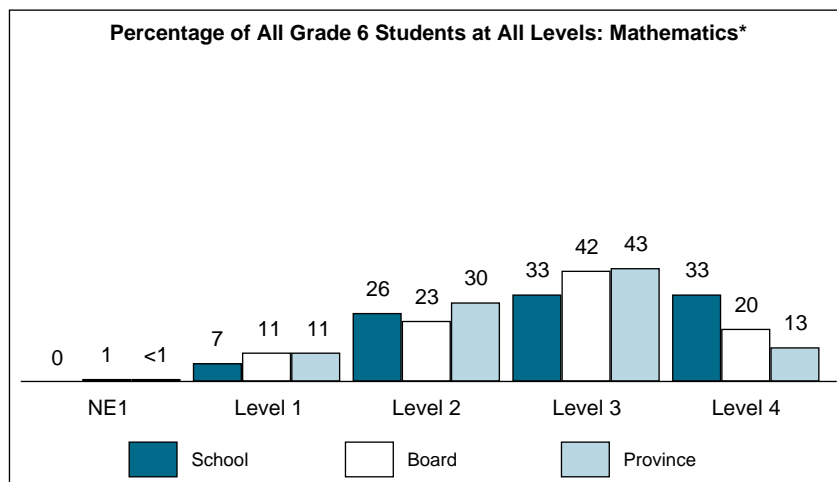
Grade 6: Reading*				
Number of Students	School 27		Board 16 426	Province 131 514
	#	%	%	%
Level 4	4	15%	17%	13%
Level 3	17	63%	60%	64%
Level 2	5	19%	17%	18%
Level 1	1	4%	3%	2%
NE1**	0	0%	1%	<1%
Participating Students	27	100%	97%	98%
No Data	0	0%	1%	<1%
Exempt	0	0%	2%	2%
At or Above Provincial Standard (Levels 3 and 4)†		78%	77%	77%



Grade 6: Writing*				
Number of Students	School 27		Board 16 426	Province 131 504
	#	%	%	%
Level 4	6	22%	17%	13%
Level 3	17	63%	62%	64%
Level 2	4	15%	17%	20%
Level 1	0	0%	1%	1%
NE1**	0	0%	1%	<1%
Participating Students	27	100%	97%	98%
No Data	0	0%	1%	<1%
Exempt	0	0%	2%	2%
At or Above Provincial Standard (Levels 3 and 4)†		85%	79%	76%



Grade 6: Mathematics*				
Number of Students	School 27		Board 16 436	Province 131 543
	#	%	%	%
Level 4	9	33%	20%	13%
Level 3	9	33%	42%	43%
Level 2	7	26%	23%	30%
Level 1	2	7%	11%	11%
NE1**	0	0%	1%	<1%
Participating Students	27	100%	97%	97%
No Data	0	0%	1%	1%
Exempt	0	0%	2%	2%
At or Above Provincial Standard (Levels 3 and 4)†		67%	62%	57%



* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.

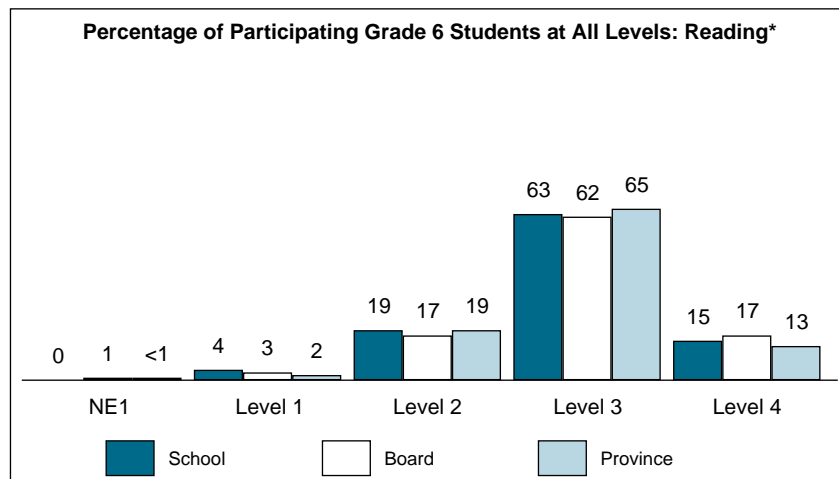
** See the Explanation of Terms.

† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

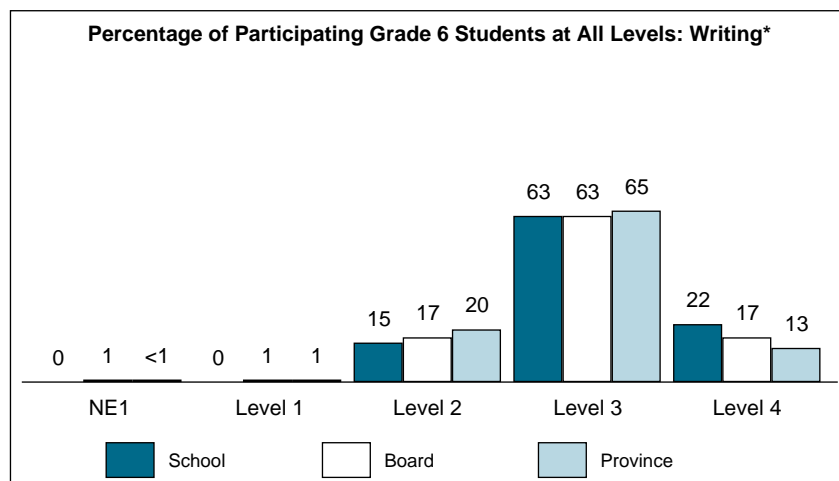
Results in Reading, Writing and Mathematics, 2012–2013

Grade 6: Participating Students (excludes “no data” and “exempt” categories)

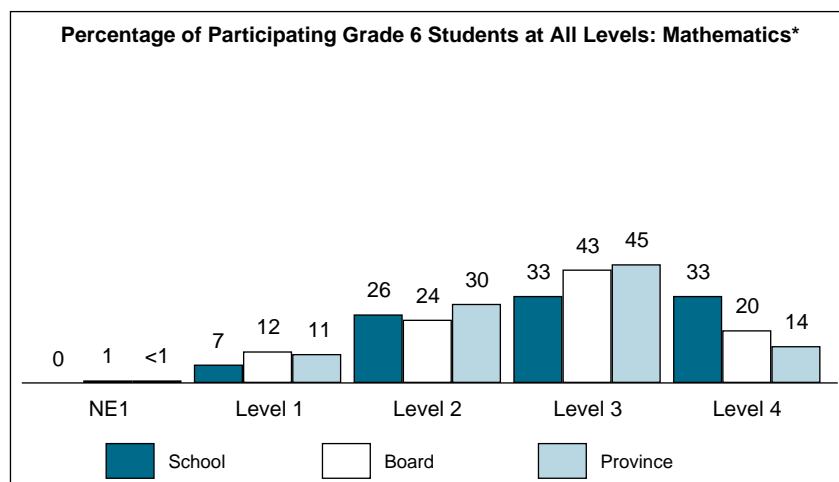
Grade 6: Reading*				
Number of Students	School 27		Board 15 972	Province 128 393
	#	%	%	%
Level 4	4	15%	17%	13%
Level 3	17	63%	62%	65%
Level 2	5	19%	17%	19%
Level 1	1	4%	3%	2%
NE1**	0	0%	1%	<1%
At or Above Provincial Standard (Levels 3 and 4)†	78%		79%	79%



Grade 6: Writing*				
Number of Students	School 27		Board 15 972	Province 128 452
	#	%	%	%
Level 4	6	22%	17%	13%
Level 3	17	63%	63%	65%
Level 2	4	15%	17%	20%
Level 1	0	0%	1%	1%
NE1**	0	0%	1%	<1%
At or Above Provincial Standard (Levels 3 and 4)†	85%		81%	78%



Grade 6: Mathematics*				
Number of Students	School 27		Board 15 979	Province 128 227
	#	%	%	%
Level 4	9	33%	20%	14%
Level 3	9	33%	43%	45%
Level 2	7	26%	24%	30%
Level 1	2	7%	12%	11%
NE1**	0	0%	1%	<1%
At or Above Provincial Standard (Levels 3 and 4)†	67%		63%	58%



* Because percentages in tables and graphs are rounded, percentages may not add to 100.

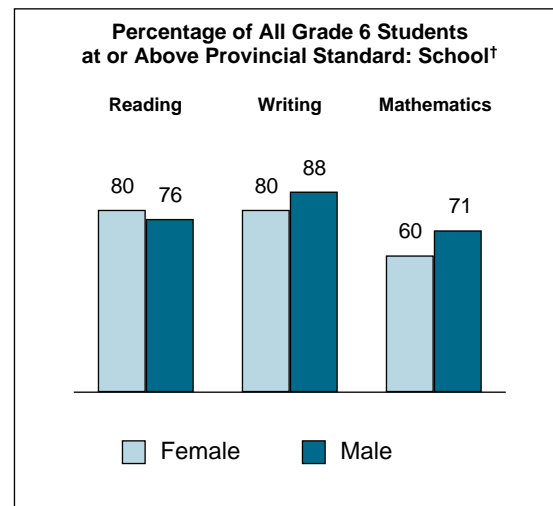
** See the Explanation of Terms.

† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

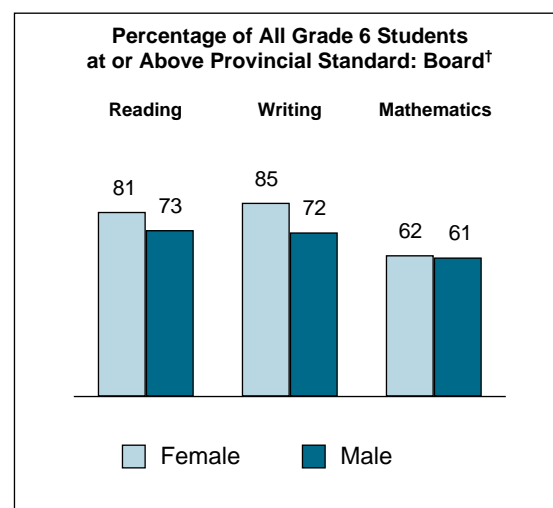
Results in Reading, Writing and Mathematics, 2012–2013

Grade 6: Gender^{††}

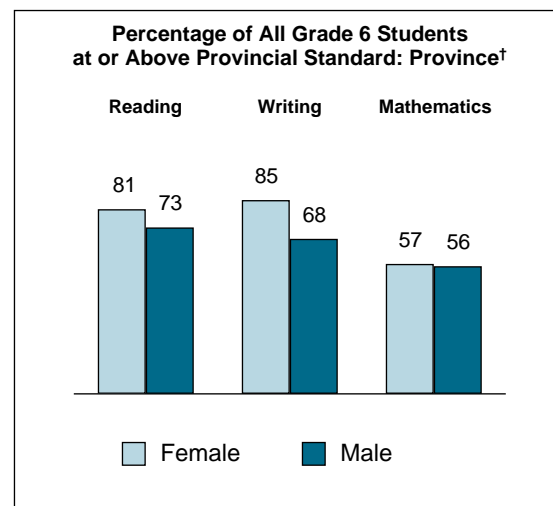
Grade 6: School*						
	Reading		Writing		Mathematics	
<i>Number of Students</i>	Female 10	Male 17	Female 10	Male 17	Female 10	Male 17
Level 4	0%	24%	30%	18%	10%	47%
Level 3	80%	53%	50%	71%	50%	24%
Level 2	20%	18%	20%	12%	20%	29%
Level 1	0%	6%	0%	0%	20%	0%
NE1**	0%	0%	0%	0%	0%	0%
<i>Participating Students</i>	100%	100%	100%	100%	100%	100%
No Data	0%	0%	0%	0%	0%	0%
Exempt	0%	0%	0%	0%	0%	0%
At or Above Provincial Standard (Levels 3 and 4) [†]	80%	76%	80%	88%	60%	71%



Grade 6: Board*						
	Reading		Writing		Mathematics	
<i>Number of Students</i>	Female 8 089	Male 8 337	Female 8 089	Male 8 337	Female 8 093	Male 8 343
Level 4	21%	13%	24%	10%	19%	20%
Level 3	60%	61%	62%	62%	43%	41%
Level 2	14%	19%	11%	22%	24%	23%
Level 1	2%	4%	1%	2%	11%	12%
NE1**	<1%	1%	<1%	1%	<1%	1%
<i>Participating Students</i>	98%	97%	98%	97%	98%	97%
No Data	1%	1%	1%	1%	1%	1%
Exempt	2%	2%	2%	2%	2%	3%
At or Above Provincial Standard (Levels 3 and 4) [†]	81%	73%	85%	72%	62%	61%



Grade 6: Province*						
	Reading		Writing		Mathematics	
<i>Number of Students</i>	Female 64 026	Male 67 479	Female 64 022	Male 67 473	Female 64 035	Male 67 499
Level 4	17%	10%	19%	7%	13%	13%
Level 3	64%	63%	66%	61%	44%	43%
Level 2	16%	21%	13%	27%	30%	29%
Level 1	2%	3%	<1%	1%	10%	11%
NE1**	<1%	<1%	<1%	1%	<1%	<1%
<i>Participating Students</i>	98%	97%	98%	97%	98%	97%
No Data	<1%	1%	<1%	1%	<1%	1%
Exempt	1%	2%	1%	2%	1%	3%
At or Above Provincial Standard (Levels 3 and 4) [†]	81%	73%	85%	68%	57%	56%



* Because percentages in tables are rounded, percentages may not add to 100.

** See the Explanation of Terms.

[†] These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

^{††} Results include only students for whom gender data were available.

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2012–2013

Contextual Information over Time: Grade 3*

This information provides a context for interpreting the school's results of the current and previous administrations.

Grade 3	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Enrolment					
Number of students	32	19	32	32	28
Participation in the Assessment					
Reading [†]	97%	84%	100%	100%	100%
Writing [†]	97%	84%	100%	100%	100%
Mathematics [†]	97%	89%	100%	100%	100%
Gender					
Female	41%	42%	50%	41%	54%
Male	59%	58%	50%	59%	46%
Student Status					
English language learners**	16%	21%	0%	16%	14%
Students with special education needs (excluding gifted)**	16%	5%	16%	19%	29%
Place of Birth					
Born in Canada	59%	68%	88%	62%	75%
Born outside Canada	41%	32%	12%	38%	25%
In Canada less than one year	0%	5%	0%	3%	0%
In Canada one year or more but less than three years	9%	11%	0%	6%	11%
In Canada three years or more	28%	16%	9%	25%	14%
Language					
First language learned at home was other than English	69%	89%	72%	72%	68%
Year Student Entered Current School					
Year of the assessment	16%	21%	12%	22%	18%
Year prior to the assessment	22%	5%	19%	6%	25%
2 years prior to the assessment	16%	5%	12%	28%	14%
3 or more years prior to the assessment	47%	68%	56%	44%	43%
Data not available	0%	0%	0%	0%	0%

* Contextual data pertaining to gender, student status, place of birth, language learned at home and year entered school are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

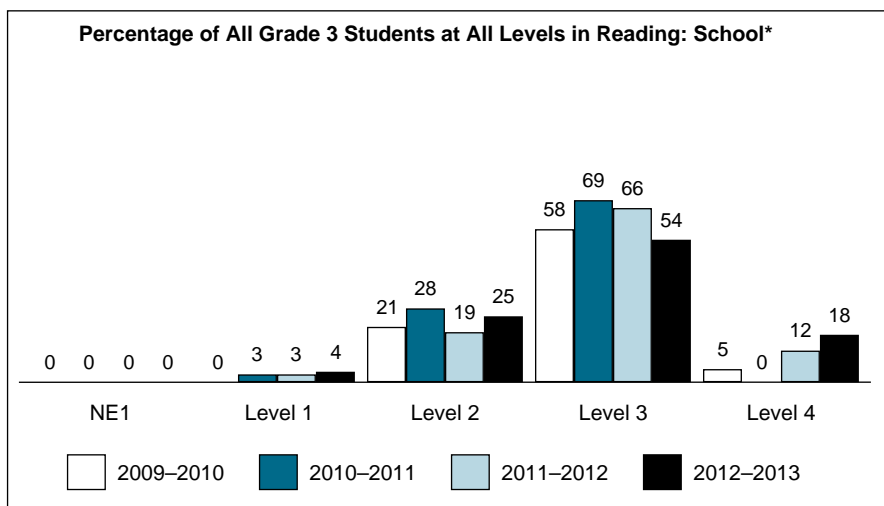
† Some French Immersion students do not write all components of the assessment in Grade 3; the numbers shown reflect those students who were expected to write each component as determined by the French Immersion participation option selected by boards.

** See the Explanation of Terms.

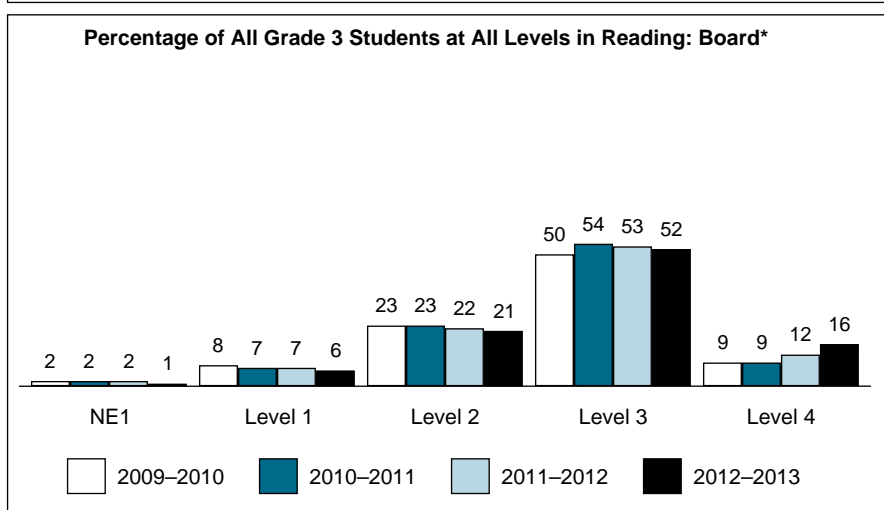
Results over Time, 2009–2010 to 2012–2013*

Grade 3: Reading

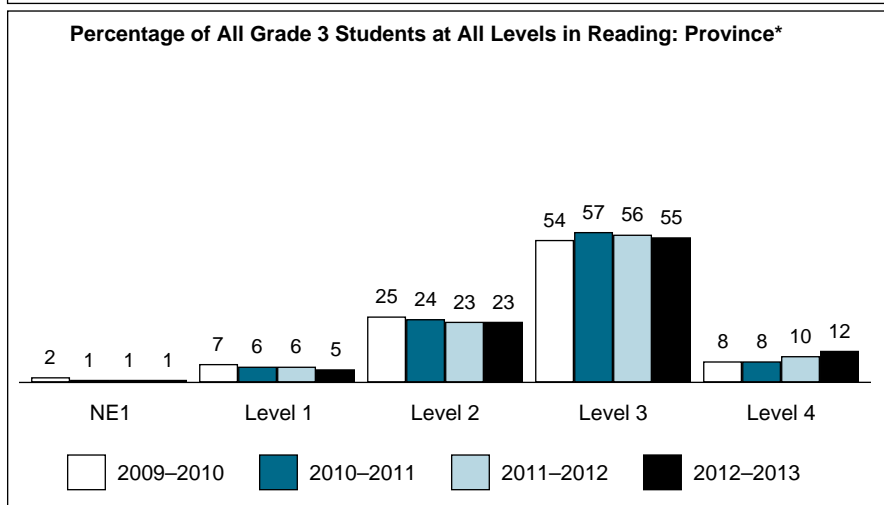
Grade 3 Reading: School*				
Year	'09–'10	'10–'11	'11–'12	'12–'13
<i>Number of Students</i>	19	32	32	28
Level 4	5%	0%	12%	18%
Level 3	58%	69%	66%	54%
Level 2	21%	28%	19%	25%
Level 1	0%	3%	3%	4%
NE1**	0%	0%	0%	0%
<i>Participating Students</i>	84%	100%	100%	100%
No Data	0%	0%	0%	0%
Exempt	16%	0%	0%	0%
At or Above Provincial Standard†	63%	69%	78%	71%



Grade 3 Reading: Board*				
Year	'09–'10	'10–'11	'11–'12	'12–'13
<i>Number of Students</i>	15 500	15 228	15 370	15 505
Level 4	9%	9%	12%	16%
Level 3	50%	54%	53%	52%
Level 2	23%	23%	22%	21%
Level 1	8%	7%	7%	6%
NE1**	2%	2%	2%	1%
<i>Participating Students</i>	93%	95%	96%	96%
No Data	1%	1%	1%	1%
Exempt	5%	4%	3%	3%
At or Above Provincial Standard†	60%	64%	65%	68%



Grade 3 Reading: Province*				
Year	'09–'10	'10–'11	'11–'12	'12–'13
<i>Number of Students</i>	123 813	119 914	121 727	122 450
Level 4	8%	8%	10%	12%
Level 3	54%	57%	56%	55%
Level 2	25%	24%	23%	23%
Level 1	7%	6%	6%	5%
NE1**	2%	1%	1%	1%
<i>Participating Students</i>	96%	97%	97%	97%
No Data	1%	1%	<1%	1%
Exempt	3%	3%	3%	3%
At or Above Provincial Standard†	62%	65%	66%	68%



* Refer to the EQAO Web site (www.eqao.com) for data from previous years.

* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.

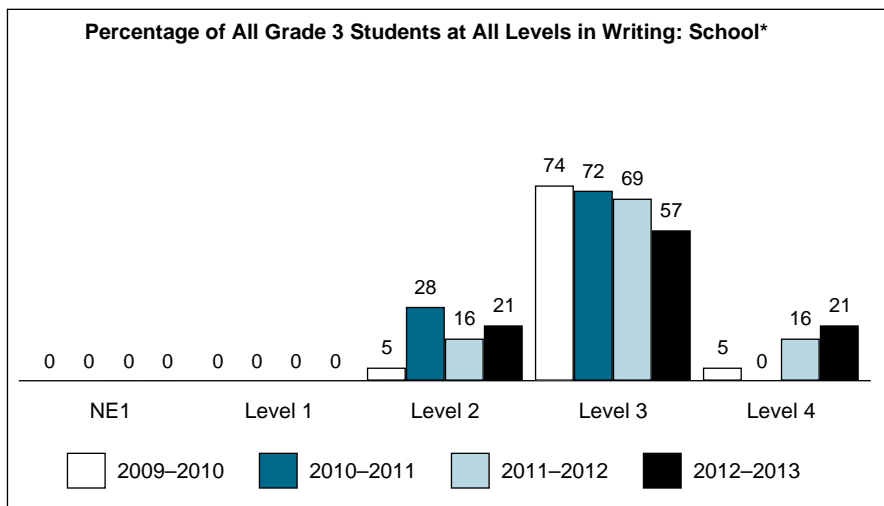
** See the Explanation of Terms.

† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

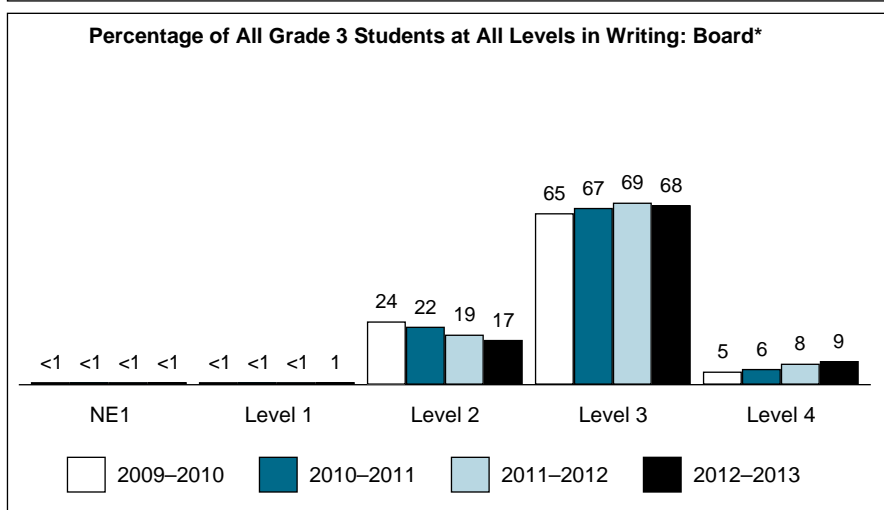
Results over Time, 2009–2010 to 2012–2013*

Grade 3: Writing

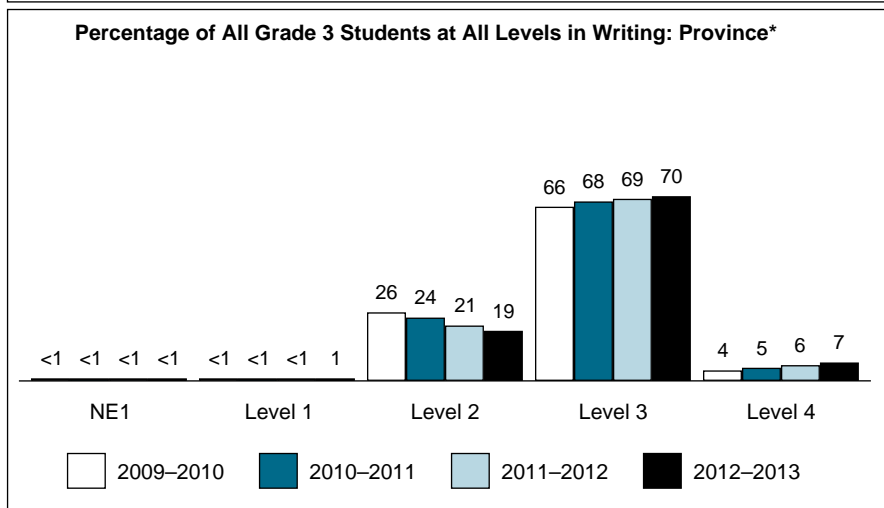
Grade 3 Writing: School*				
Year	'09–'10	'10–'11	'11–'12	'12–'13
<i>Number of Students</i>	19	32	32	28
Level 4	5%	0%	16%	21%
Level 3	74%	72%	69%	57%
Level 2	5%	28%	16%	21%
Level 1	0%	0%	0%	0%
NE1**	0%	0%	0%	0%
<i>Participating Students</i>	84%	100%	100%	100%
No Data	0%	0%	0%	0%
Exempt	16%	0%	0%	0%
At or Above Provincial Standard†	79%	72%	84%	79%



Grade 3 Writing: Board*				
Year	'09–'10	'10–'11	'11–'12	'12–'13
<i>Number of Students</i>	15 499	15 228	15 370	15 505
Level 4	5%	6%	8%	9%
Level 3	65%	67%	69%	68%
Level 2	24%	22%	19%	17%
Level 1	<1%	<1%	<1%	1%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	94%	95%	96%	96%
No Data	1%	1%	1%	1%
Exempt	5%	3%	3%	3%
At or Above Provincial Standard†	70%	74%	77%	77%



Grade 3 Writing: Province*				
Year	'09–'10	'10–'11	'11–'12	'12–'13
<i>Number of Students</i>	123 800	119 873	121 727	122 447
Level 4	4%	5%	6%	7%
Level 3	66%	68%	69%	70%
Level 2	26%	24%	21%	19%
Level 1	<1%	<1%	<1%	1%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	97%	97%	97%	97%
No Data	1%	1%	1%	1%
Exempt	3%	2%	2%	2%
At or Above Provincial Standard†	70%	73%	76%	77%



♦ Refer to the EQAO Web site (www.eqao.com) for data from previous years.

* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.

** See the Explanation of Terms.

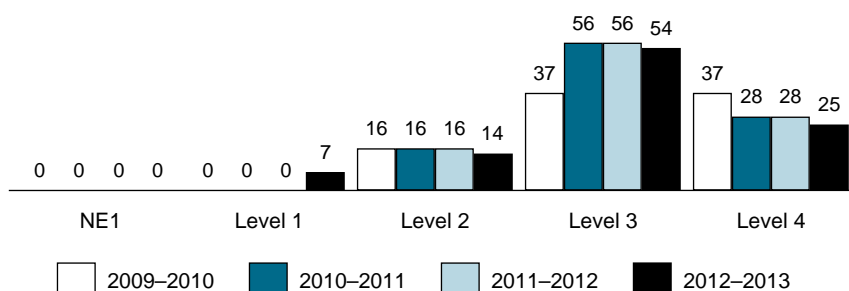
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

Results over Time, 2009–2010 to 2012–2013*

Grade 3: Mathematics

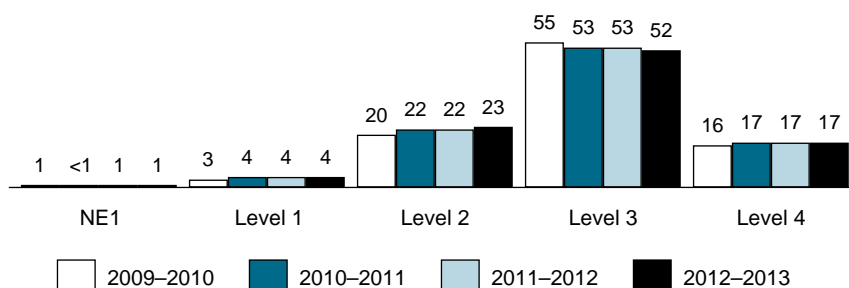
Grade 3 Mathematics: School*				
Year	'09–'10	'10–'11	'11–'12	'12–'13
<i>Number of Students</i>	19	32	32	28
Level 4	37%	28%	28%	25%
Level 3	37%	56%	56%	54%
Level 2	16%	16%	16%	14%
Level 1	0%	0%	0%	7%
NE1**	0%	0%	0%	0%
<i>Participating Students</i>	89%	100%	100%	100%
No Data	0%	0%	0%	0%
Exempt	11%	0%	0%	0%
At or Above Provincial Standard†	74%	84%	84%	79%

Percentage of All Grade 3 Students at All Levels in Mathematics: School*



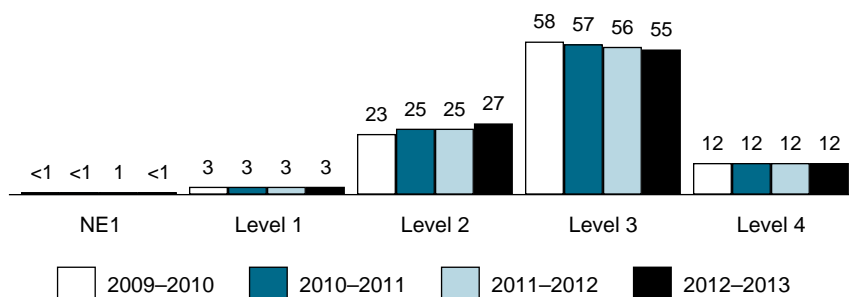
Grade 3 Mathematics: Board*				
Year	'09–'10	'10–'11	'11–'12	'12–'13
<i>Number of Students</i>	16 858	16 739	16 972	17 188
Level 4	16%	17%	17%	17%
Level 3	55%	53%	53%	52%
Level 2	20%	22%	22%	23%
Level 1	3%	4%	4%	4%
NE1**	1%	<1%	1%	1%
<i>Participating Students</i>	95%	96%	96%	96%
No Data	1%	1%	1%	1%
Exempt	4%	3%	3%	3%
At or Above Provincial Standard†	71%	70%	70%	69%

Percentage of All Grade 3 Students at All Levels in Mathematics: Board*



Grade 3 Mathematics: Province*				
Year	'09–'10	'10–'11	'11–'12	'12–'13
<i>Number of Students</i>	127 726	124 104	126 439	127 633
Level 4	12%	12%	12%	12%
Level 3	58%	57%	56%	55%
Level 2	23%	25%	25%	27%
Level 1	3%	3%	3%	3%
NE1**	<1%	<1%	1%	<1%
<i>Participating Students</i>	97%	97%	97%	97%
No Data	1%	1%	1%	1%
Exempt	3%	2%	2%	2%
At or Above Provincial Standard†	71%	69%	68%	67%

Percentage of All Grade 3 Students at All Levels in Mathematics: Province*

* Refer to the EQAO Web site (www.eqao.com) for data from previous years.

* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.

** See the Explanation of Terms.

† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2012–2013

Contextual Information over Time: Grade 6*

This information provides a context for interpreting the school's results of the current and previous administrations.

Grade 6	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Enrolment					
Number of students	40	15	30	23	27
Participation in the Assessment					
Reading	100%	100%	100%	91%	100%
Writing	100%	100%	100%	91%	100%
Mathematics	100%	100%	100%	100%	100%
Gender					
Female	50%	53%	50%	35%	37%
Male	50%	47%	50%	65%	63%
Student Status					
English language learners**	15%	0%	0%	30%	19%
Students with special education needs (excluding gifted)**	12%	13%	17%	9%	26%
Place of Birth					
Born in Canada	62%	93%	83%	57%	52%
Born outside Canada	38%	7%	17%	43%	48%
In Canada less than one year	0%	0%	0%	9%	0%
In Canada one year or more but less than three years	5%	0%	0%	13%	22%
In Canada three years or more	32%	7%	10%	17%	26%
Language					
First language learned at home was other than English	82%	87%	67%	74%	74%
Year Student Entered Current School					
Year of the assessment	15%	0%	3%	26%	30%
Year prior to the assessment	22%	7%	13%	13%	22%
2 years prior to the assessment	8%	0%	10%	13%	11%
3 or more years prior to the assessment	55%	93%	73%	48%	37%
Data not available	0%	0%	0%	0%	0%

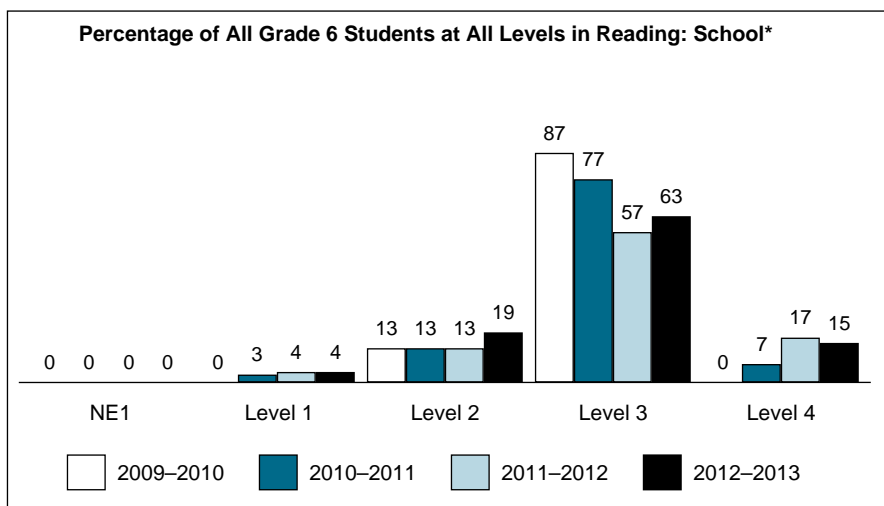
* Contextual data pertaining to gender, student status, place of birth, language learned at home and year entered school are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

** See the Explanation of Terms.

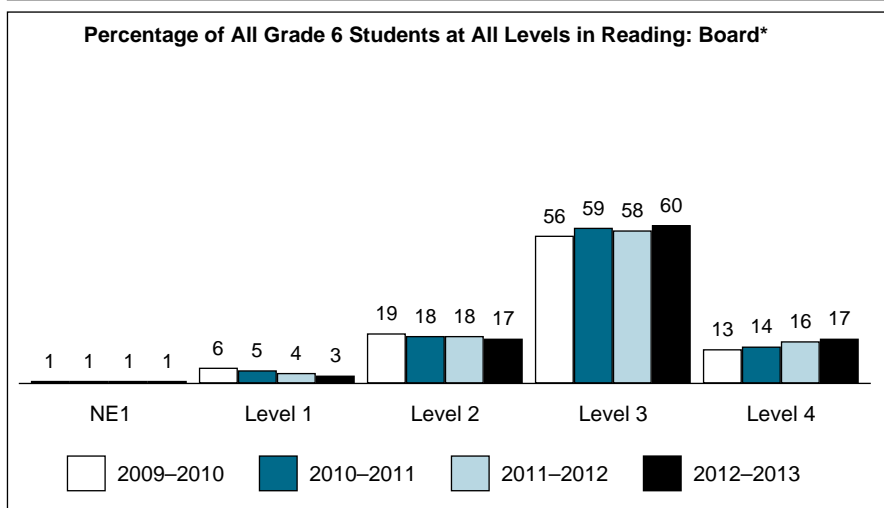
Results over Time, 2009–2010 to 2012–2013*

Grade 6: Reading

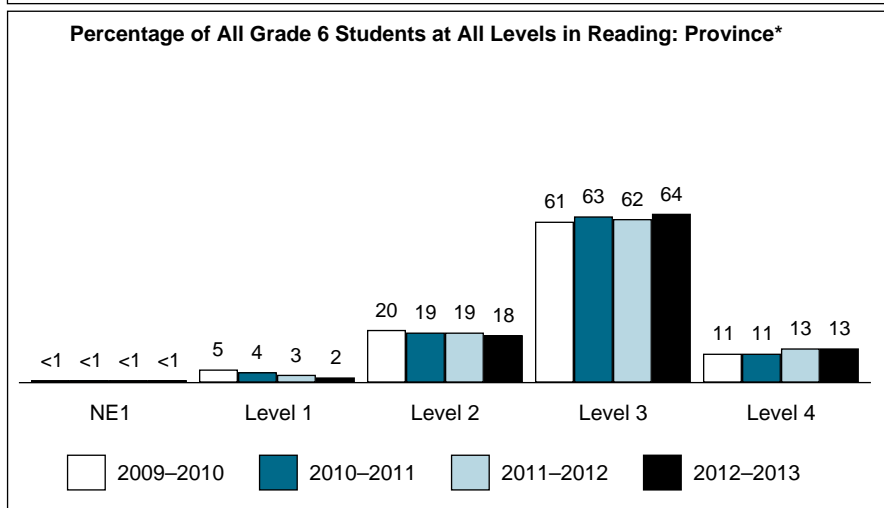
Grade 6 Reading: School*				
Year	'09–'10	'10–'11	'11–'12	'12–'13
<i>Number of Students</i>	15	30	23	27
Level 4	0%	7%	17%	15%
Level 3	87%	77%	57%	63%
Level 2	13%	13%	13%	19%
Level 1	0%	3%	4%	4%
NE1**	0%	0%	0%	0%
<i>Participating Students</i>	100%	100%	91%	100%
No Data	0%	0%	0%	0%
Exempt	0%	0%	9%	0%
<i>At or Above Provincial Standard†</i>	87%	83%	74%	78%



Grade 6 Reading: Board*				
Year	'09–'10	'10–'11	'11–'12	'12–'13
<i>Number of Students</i>	17 163	16 582	16 935	16 426
Level 4	13%	14%	16%	17%
Level 3	56%	59%	58%	60%
Level 2	19%	18%	18%	17%
Level 1	6%	5%	4%	3%
NE1**	1%	1%	1%	1%
<i>Participating Students</i>	95%	97%	97%	97%
No Data	1%	1%	1%	1%
Exempt	4%	3%	2%	2%
<i>At or Above Provincial Standard†</i>	69%	73%	74%	77%



Grade 6 Reading: Province*				
Year	'09–'10	'10–'11	'11–'12	'12–'13
<i>Number of Students</i>	134 201	132 283	129 420	131 514
Level 4	11%	11%	13%	13%
Level 3	61%	63%	62%	64%
Level 2	20%	19%	19%	18%
Level 1	5%	4%	3%	2%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	97%	97%	97%	98%
No Data	1%	1%	1%	<1%
Exempt	2%	2%	2%	2%
<i>At or Above Provincial Standard†</i>	72%	74%	75%	77%



♦ Refer to the EQAO Web site (www.eqao.com) for data from previous years.

* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.

** See the Explanation of Terms.

† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

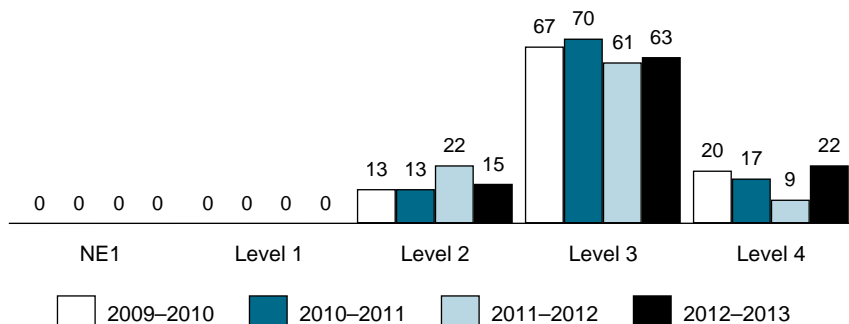
Results over Time, 2009–2010 to 2012–2013*

Grade 6: Writing

Grade 6 Writing: School*

Year	'09–'10	'10–'11	'11–'12	'12–'13
<i>Number of Students</i>	15	30	23	27
Level 4	20%	17%	9%	22%
Level 3	67%	70%	61%	63%
Level 2	13%	13%	22%	15%
Level 1	0%	0%	0%	0%
NE1**	0%	0%	0%	0%
<i>Participating Students</i>	100%	100%	91%	100%
No Data	0%	0%	0%	0%
Exempt	0%	0%	9%	0%
At or Above Provincial Standard†	87%	87%	70%	85%

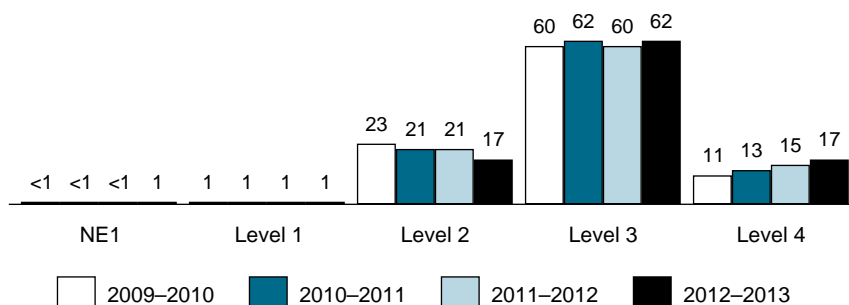
Percentage of All Grade 6 Students at All Levels in Writing: School*



Grade 6 Writing: Board*

Year	'09–'10	'10–'11	'11–'12	'12–'13
<i>Number of Students</i>	17 163	16 582	16 935	16 426
Level 4	11%	13%	15%	17%
Level 3	60%	62%	60%	62%
Level 2	23%	21%	21%	17%
Level 1	1%	1%	1%	1%
NE1**	<1%	<1%	<1%	1%
<i>Participating Students</i>	95%	97%	97%	97%
No Data	1%	1%	1%	1%
Exempt	4%	3%	2%	2%
At or Above Provincial Standard†	71%	74%	75%	79%

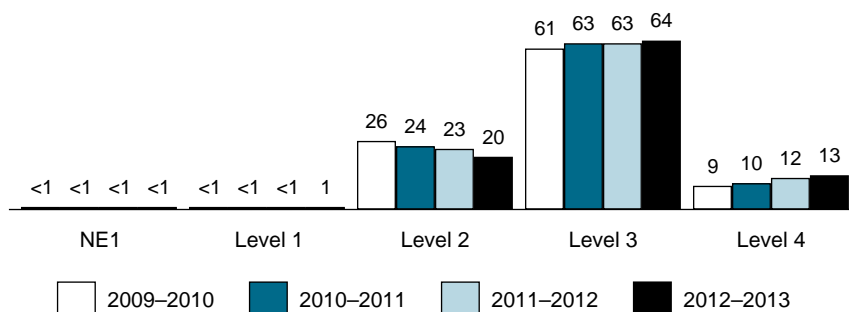
Percentage of All Grade 6 Students at All Levels in Writing: Board*



Grade 6 Writing: Province*

Year	'09–'10	'10–'11	'11–'12	'12–'13
<i>Number of Students</i>	134 288	132 266	129 420	131 504
Level 4	9%	10%	12%	13%
Level 3	61%	63%	63%	64%
Level 2	26%	24%	23%	20%
Level 1	<1%	<1%	<1%	1%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	97%	97%	97%	98%
No Data	1%	1%	1%	<1%
Exempt	2%	2%	2%	2%
At or Above Provincial Standard†	70%	73%	74%	76%

Percentage of All Grade 6 Students at All Levels in Writing: Province*

♦ Refer to the EQAO Web site (www.eqao.com) for data from previous years.

* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.

** See the Explanation of Terms.

† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

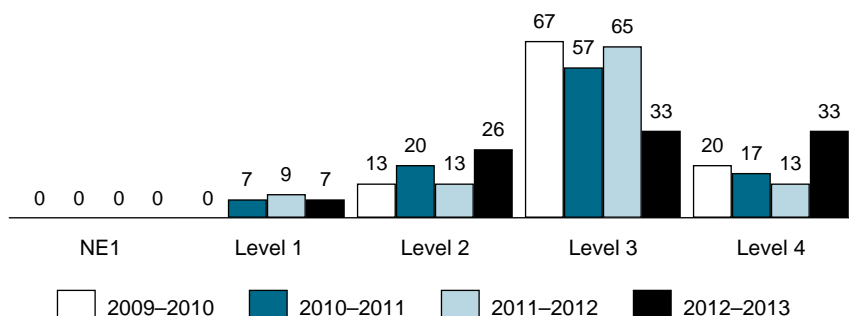
Results over Time, 2009–2010 to 2012–2013*

Grade 6: Mathematics

Grade 6 Mathematics: School*

Year	'09–'10	'10–'11	'11–'12	'12–'13
<i>Number of Students</i>	15	30	23	27
Level 4	20%	17%	13%	33%
Level 3	67%	57%	65%	33%
Level 2	13%	20%	13%	26%
Level 1	0%	7%	9%	7%
NE1**	0%	0%	0%	0%
<i>Participating Students</i>	100%	100%	100%	100%
No Data	0%	0%	0%	0%
Exempt	0%	0%	0%	0%
At or Above Provincial Standard†	87%	73%	78%	67%

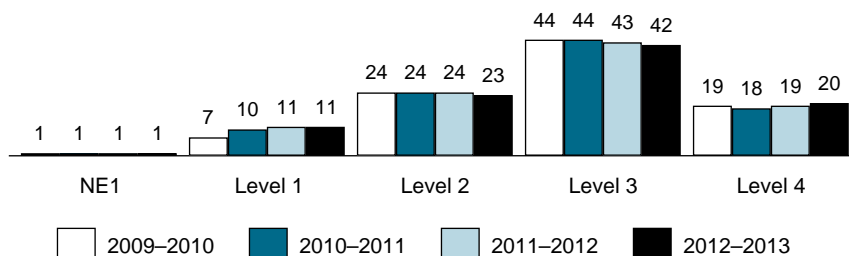
Percentage of All Grade 6 Students at All Levels in Mathematics: School*



Grade 6 Mathematics: Board*

Year	'09–'10	'10–'11	'11–'12	'12–'13
<i>Number of Students</i>	17 156	16 579	16 923	16 436
Level 4	19%	18%	19%	20%
Level 3	44%	44%	43%	42%
Level 2	24%	24%	24%	23%
Level 1	7%	10%	11%	11%
NE1**	1%	1%	1%	1%
<i>Participating Students</i>	95%	97%	97%	97%
No Data	1%	1%	1%	1%
Exempt	4%	2%	2%	2%
At or Above Provincial Standard†	63%	61%	62%	62%

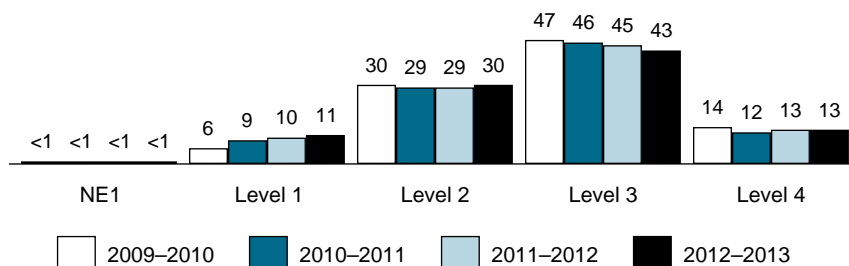
Percentage of All Grade 6 Students at All Levels in Mathematics: Board*



Grade 6 Mathematics: Province*

Year	'09–'10	'10–'11	'11–'12	'12–'13
<i>Number of Students</i>	134 241	132 223	129 368	131 543
Level 4	14%	12%	13%	13%
Level 3	47%	46%	45%	43%
Level 2	30%	29%	29%	30%
Level 1	6%	9%	10%	11%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	97%	97%	97%	97%
No Data	1%	1%	1%	1%
Exempt	3%	2%	2%	2%
At or Above Provincial Standard†	61%	58%	58%	57%

Percentage of All Grade 6 Students at All Levels in Mathematics: Province*

♦ Refer to the EQAO Web site (www.eqao.com) for data from previous years.

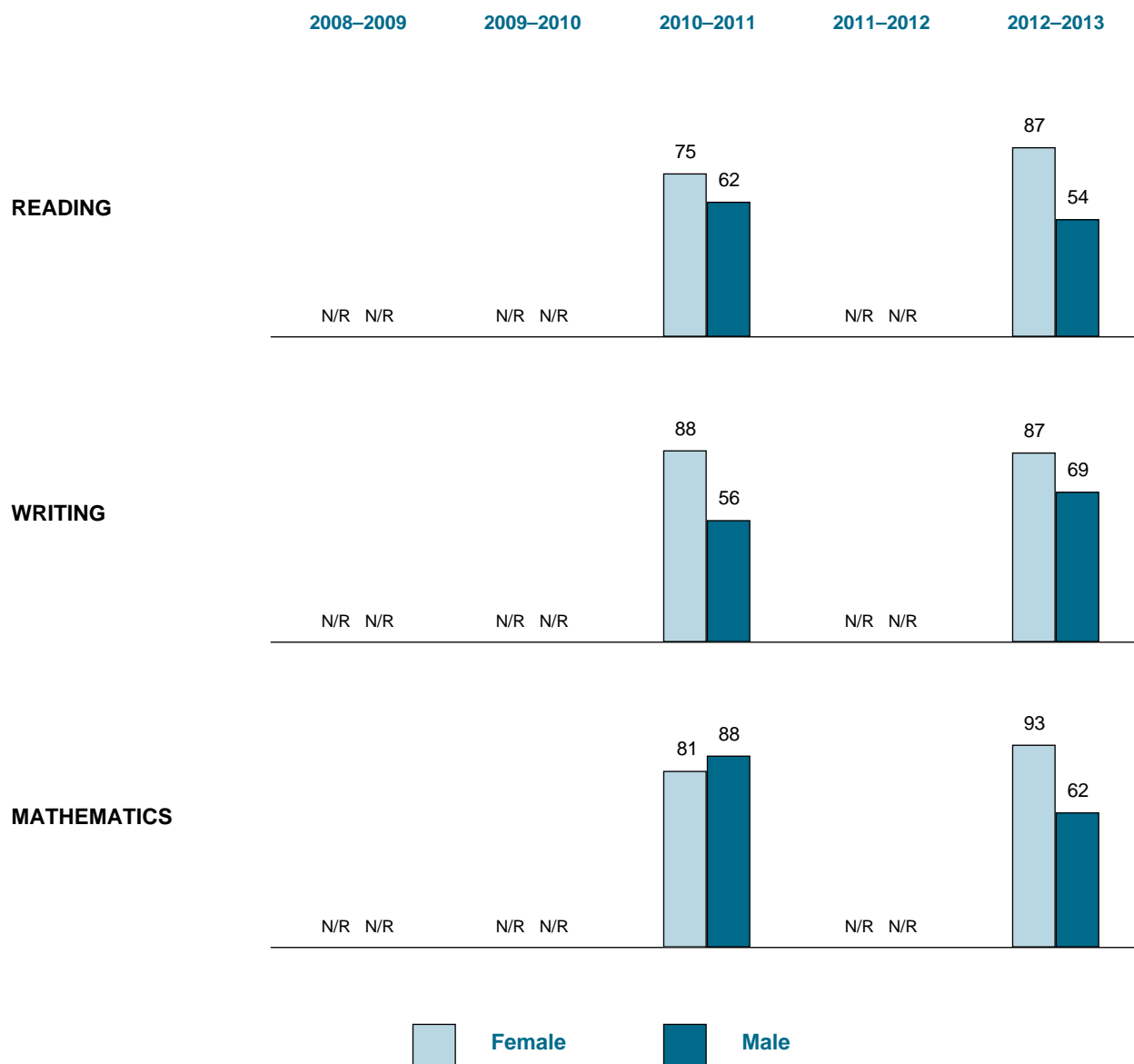
* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.

** See the Explanation of Terms.

† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

RESULTS FOR ALL STUDENTS OVER TIME BY GENDER*

Percentage of Students At or Above the Provincial Standard (Levels 3 and 4): Grade 3



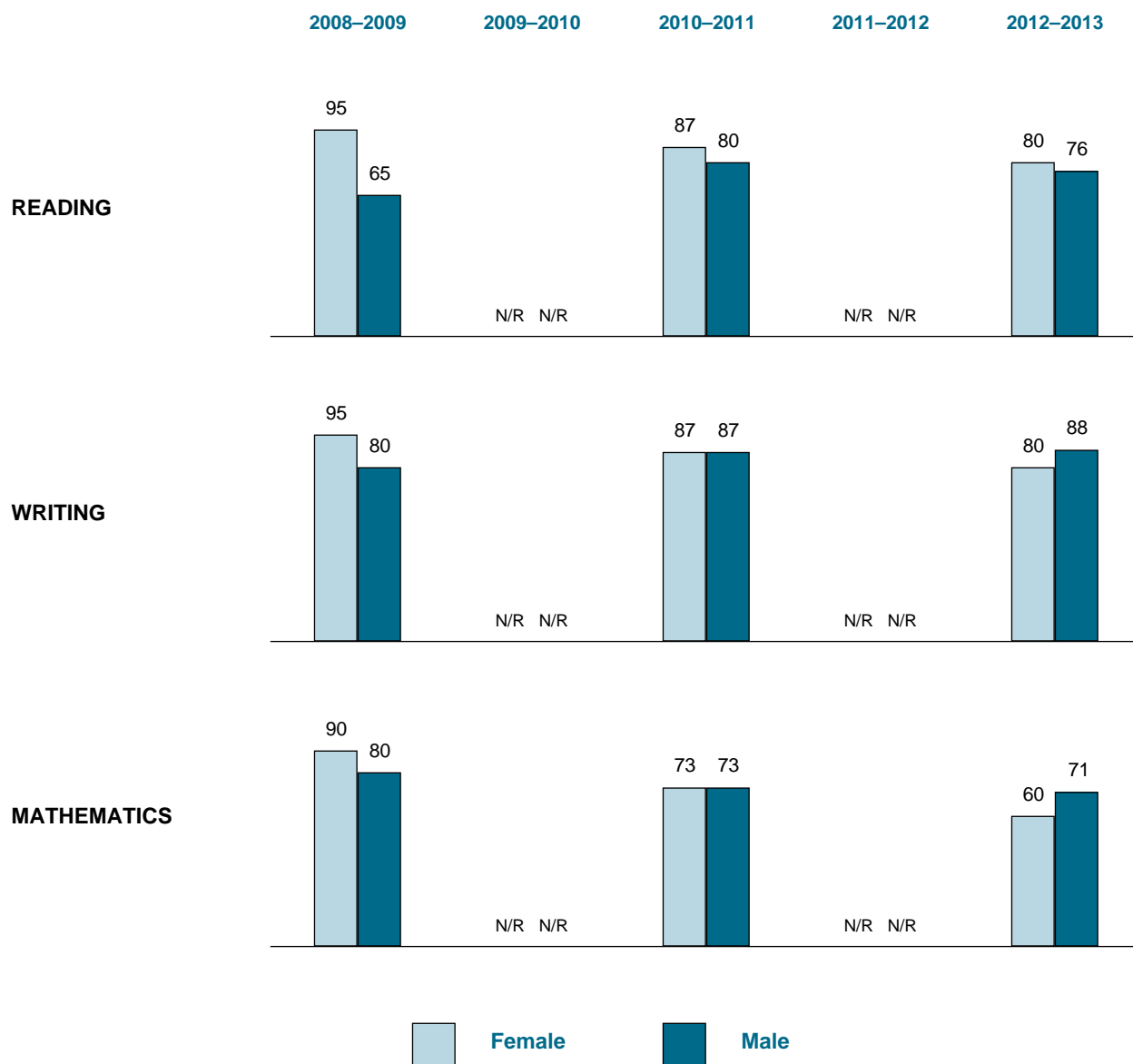
Total Number of Grade 3 Students*

	2008-2009		2009-2010		2010-2011		2011-2012		2012-2013	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	13	19	8	11	16	16	13	19	15	13

* Includes only students for whom gender data were available.

RESULTS FOR ALL STUDENTS OVER TIME BY GENDER*

Percentage of Students At or Above the Provincial Standard (Levels 3 and 4): Grade 6



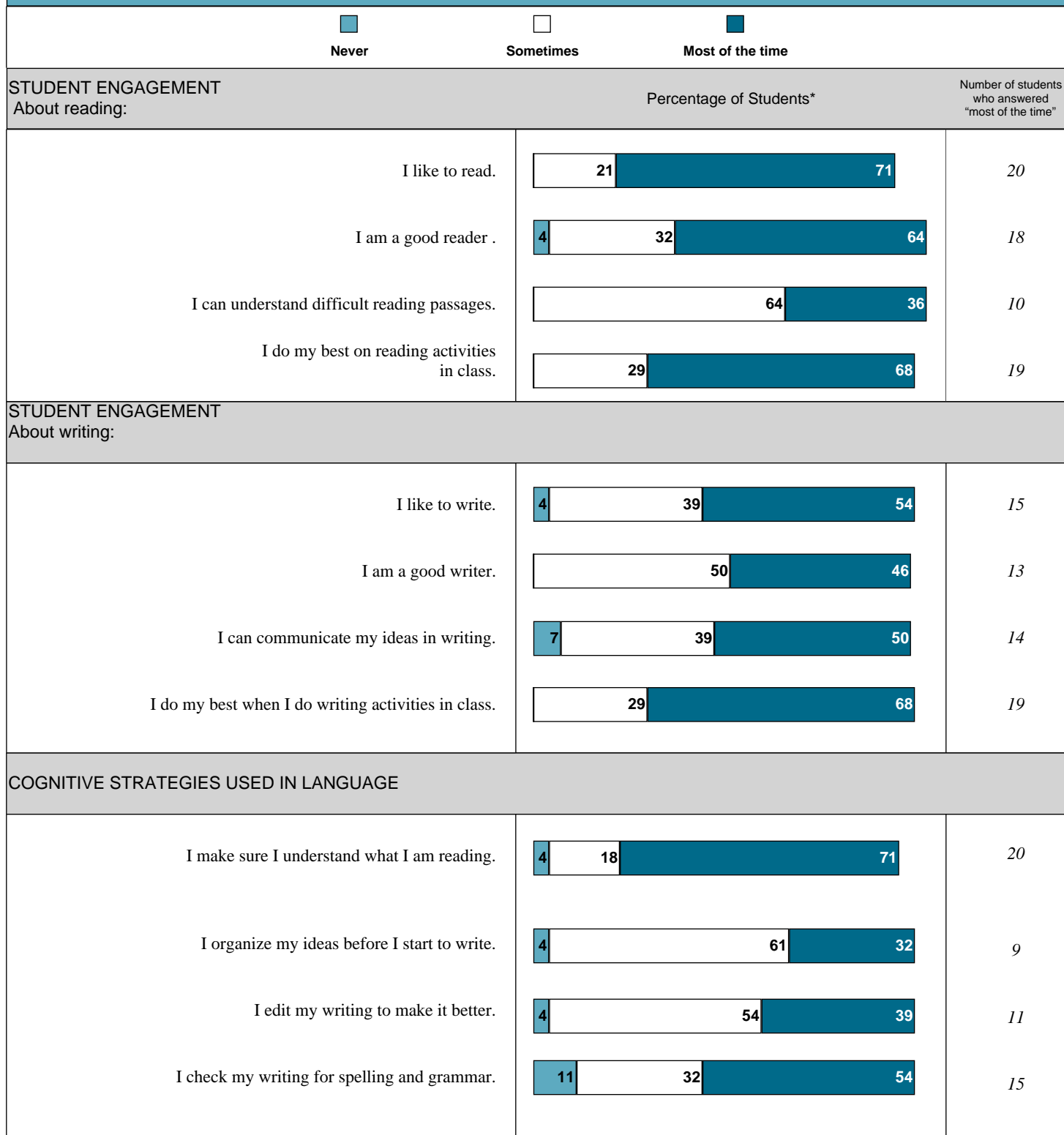
Total Number of Grade 6 Students*

	<u>2008-2009</u>		<u>2009-2010</u>		<u>2010-2011</u>		<u>2011-2012</u>		<u>2012-2013</u>	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	20	20	8	7	15	15	8	15	10	17

* Includes only students for whom gender data were available.

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2012–2013

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 3 (# = 28)



* Percentages may not add to 100, due to rounding or to ambiguous responses or blanks. Where there is no number in a bar, the percentage of responses is smaller than four.

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2012–2013

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 3 (# = 28)



Never



Sometimes



Most of the time

STUDENT ENGAGEMENT

About mathematics:

Percentage of Students*

Number of students who
answered
"most of the time"

I like mathematics.



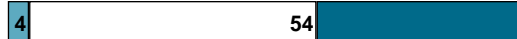
23

I am good at mathematics.



15

I can answer difficult mathematics questions.



12

I do my best on mathematics activities in class.



24

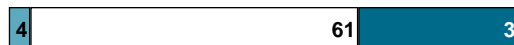
COGNITIVE STRATEGIES USED IN MATHEMATICS

I read over a mathematics problem first to make sure I know what I am supposed to do.



18

I think about the steps I will use to solve a mathematics problem.



9




Never



1 or 2 times a month



1 to 3 times a week



Every day or almost every day

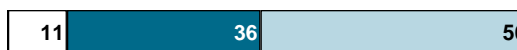
READING OUTSIDE SCHOOL

How often do you read the following when you are not at school?

Percentage of Students*

Number of students who
answered
"every day or
almost every day"

Stories or novels



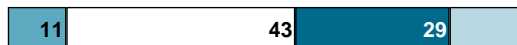
14

Comics



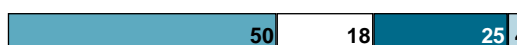
5

Books, newspapers, magazines or websites for information



5

E-mails, text or instant messages



1

Any other type of reading material

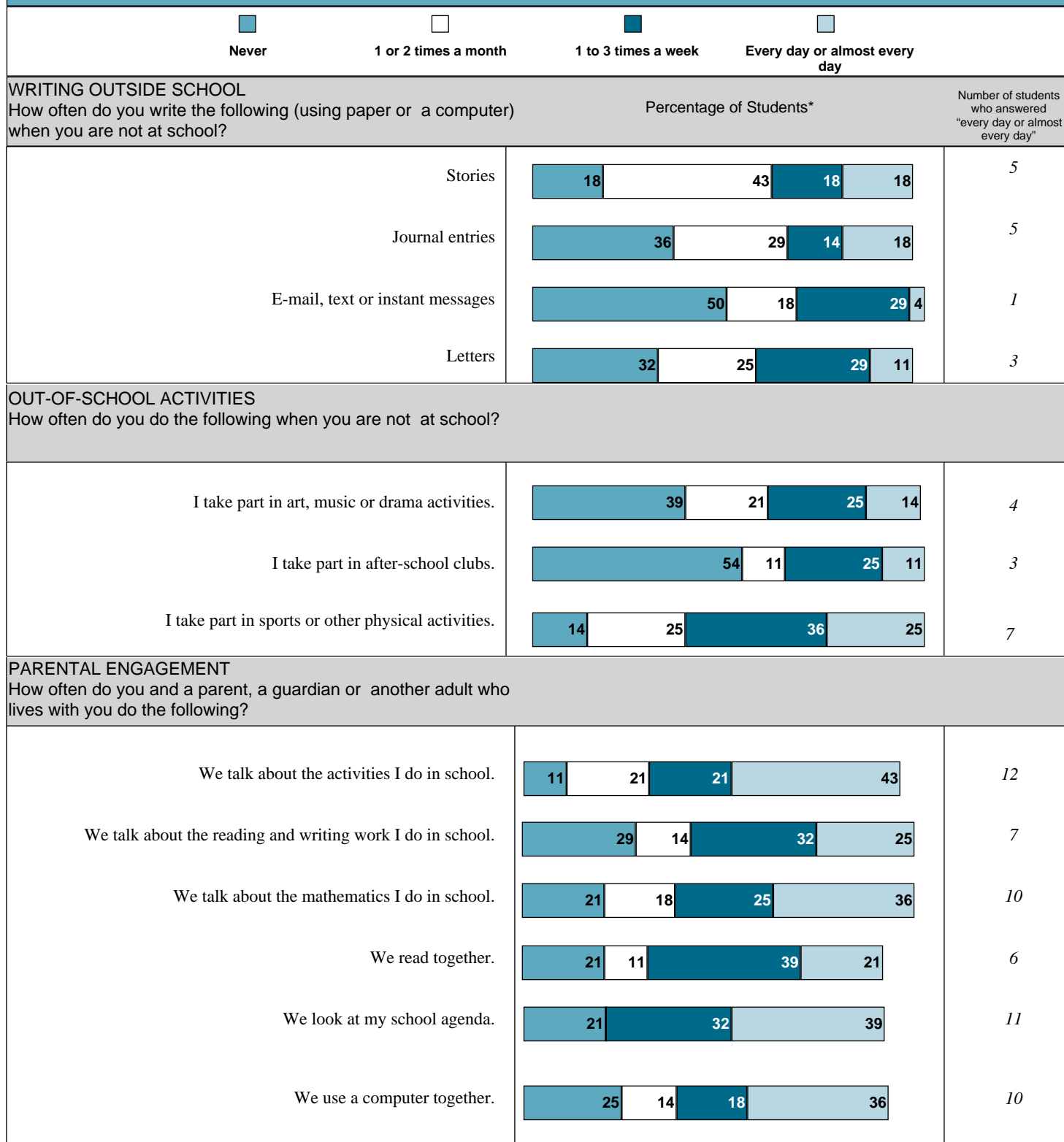


8

* Percentages may not add to 100, due to rounding or to ambiguous responses or blanks. Where there is no number in a bar, the percentage of responses is smaller than four.

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2012–2013

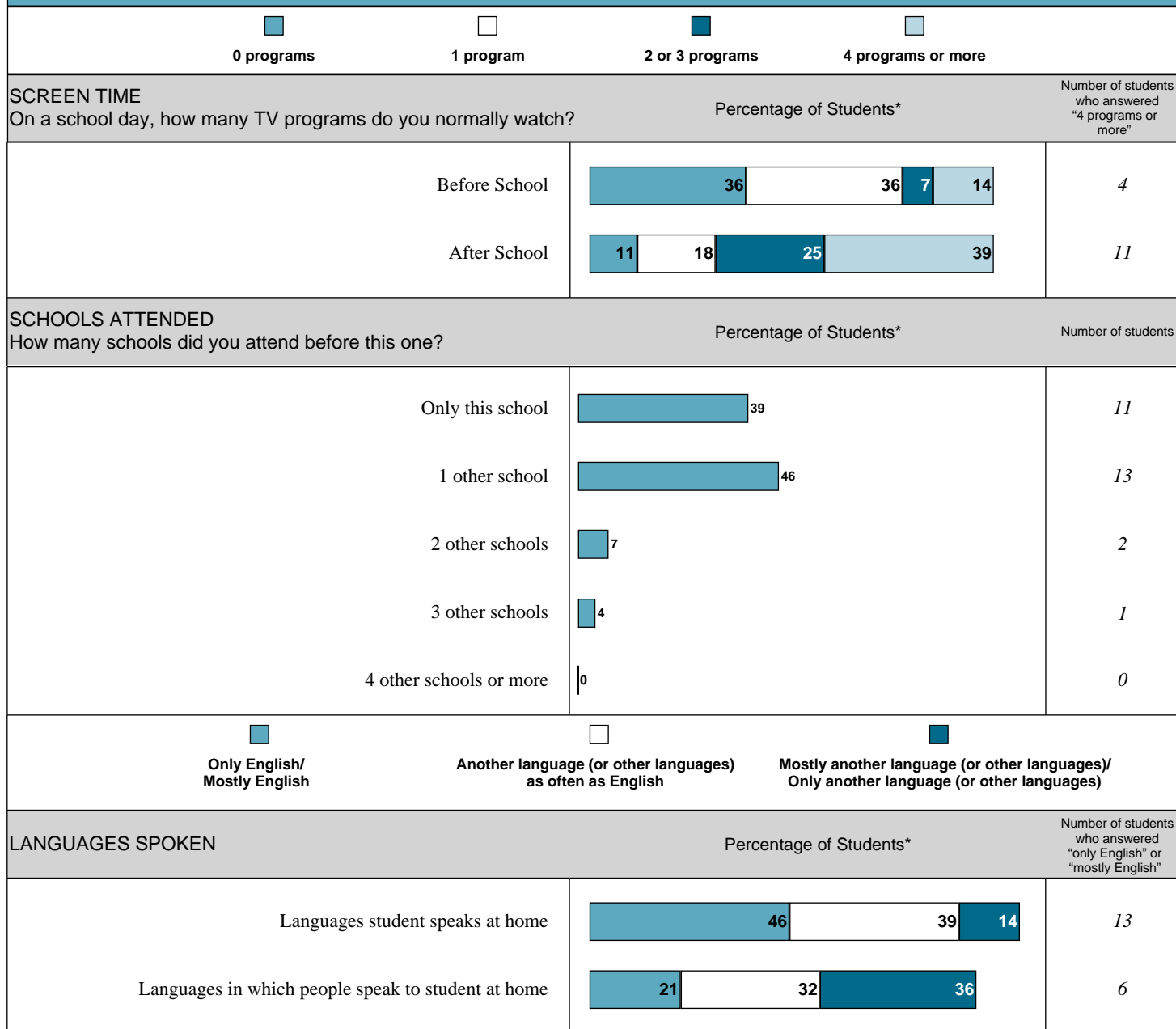
STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 3 (# = 28)



* Percentages may not add to 100, due to rounding or to ambiguous responses or blanks. Where there is no number in a bar, the percentage of responses is smaller than four.

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2012–2013

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 3 (# = 28)



* Percentages may not add to 100, due to rounding or to ambiguous responses or blanks. Where there is no number in a bar, the percentage of responses is smaller than four.

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2012–2013

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 28)	Female* (# = 15)	Male* (# = 13)	All Students (# = 16 432)	Female* (# = 8 132)	Male* (# = 8 300)	All Students (# = 123 251)	Female* (# = 60 268)	Male* (# = 62 983)
STUDENT ENGAGEMENT									
About reading:	Percentage of students who answered “most of the time”†								
I like to read.	71%	87%	54%	53%	60%	47%	49%	56%	42%
I am a good reader.	64%	73%	54%	61%	62%	60%	64%	66%	62%
I can understand difficult reading passages.	36%	33%	38%	28%	26%	30%	28%	27%	30%
I do my best on reading activities in class.	68%	87%	46%	70%	74%	66%	73%	78%	69%
STUDENT ENGAGEMENT									
About writing:	Percentage of students who answered “most of the time”†								
I like to write.	54%	73%	31%	49%	56%	42%	48%	55%	40%
I am a good writer.	46%	53%	38%	45%	50%	40%	49%	55%	42%
I can communicate my ideas in writing.	50%	60%	38%	40%	41%	40%	41%	42%	39%
I do my best on writing activities in class.	68%	80%	54%	65%	70%	60%	69%	73%	64%
COGNITIVE STRATEGIES USED IN LANGUAGE									
	Percentage of students who answered “most of the time”†								
I make sure I understand what I am reading.	71%	80%	62%	65%	68%	62%	65%	68%	62%
I organize my ideas before I start to write.	32%	33%	31%	42%	46%	39%	41%	45%	38%
I edit my writing to make it better.	39%	33%	46%	44%	48%	40%	43%	47%	38%
I check my writing for spelling and grammar.	54%	53%	54%	46%	50%	42%	45%	49%	41%
STUDENT ENGAGEMENT									
About mathematics:	Percentage of students who answered “most of the time”†								
I like mathematics.	82%	93%	69%	61%	55%	66%	56%	51%	60%
I am good at mathematics.	54%	47%	62%	54%	46%	61%	54%	47%	60%
I can answer difficult mathematics questions.	43%	47%	38%	35%	27%	43%	35%	28%	42%
I do my best on mathematics activities in class.	86%	93%	77%	74%	75%	72%	75%	76%	74%
COGNITIVE STRATEGIES USED IN MATHEMATICS									
	Percentage of students who answered “most of the time”†								
I read over a mathematics problem first to make sure I know what I am supposed to do.	64%	67%	62%	64%	68%	61%	65%	69%	61%
I think about the steps I will use to solve a mathematics problem.	32%	27%	38%	49%	49%	48%	47%	48%	47%

* Only includes students for whom gender data were available.

† Other response options were “never” and “sometimes.”

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2012–2013

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 28)	Female* (# = 15)	Male* (# = 13)	All Students (# = 16 432)	Female* (# = 8 132)	Male* (# = 8 300)	All Students (# = 123 251)	Female* (# = 60 268)	Male* (# = 62 983)
READING OUTSIDE SCHOOL How often do you read the following when you are not at school? <div>Percentage of students who answered “every day or almost every day”†</div>									
Stories or novels	50%	73%	23%	42%	47%	37%	40%	46%	35%
Comics	18%	13%	23%	21%	15%	27%	19%	13%	26%
Books, newspapers, magazines or websites for information	18%	13%	23%	26%	27%	25%	25%	27%	23%
E-mails, text or instant messages	4%	0%	8%	17%	17%	16%	23%	25%	22%
Any other type of reading material	29%	27%	31%	34%	37%	31%	34%	38%	31%
WRITING OUTSIDE SCHOOL How often do you write the following (using paper or a computer) when you are not at school? <div>Percentage of students who answered “every day or almost every day”†</div>									
Stories	18%	27%	8%	17%	20%	14%	16%	18%	13%
Journal entries	18%	27%	8%	15%	18%	11%	14%	18%	9%
E-mails, text or instant messages	4%	7%	0%	15%	16%	15%	22%	24%	21%
Letters	11%	13%	8%	13%	15%	11%	12%	14%	10%
PARENTAL ENGAGEMENT How often do you and a parent, a guardian or another adult who lives with you do the following? <div>Percentage of students who answered “every day or almost every day”†</div>									
We talk about the activities I do in school.	43%	67%	15%	51%	55%	47%	53%	58%	48%
We talk about the reading and writing work I do in school.	25%	40%	8%	36%	40%	32%	32%	36%	29%
We talk about the mathematics I do in school.	36%	47%	23%	39%	41%	37%	36%	38%	34%
We read together.	21%	27%	15%	27%	29%	26%	28%	30%	25%
We look at my school agenda.	39%	53%	23%	45%	45%	45%	53%	54%	52%
We use a computer together.	36%	47%	23%	19%	19%	19%	17%	17%	18%
OUT-OF-SCHOOL ACTIVITIES How often do you do the following when you are not at school? <div>Percentage of students who answered “every day or almost every day”†</div>									
I take part in art, music or drama activities.	14%	20%	8%	18%	23%	13%	18%	23%	13%
I take part in after-school clubs.	11%	0%	23%	13%	13%	13%	11%	11%	10%
I take part in sports or other physical activities.	25%	20%	31%	34%	27%	39%	38%	33%	43%

* Only includes students for whom gender data were available.

† Other response options were “never,” “1 or 2 times a month” and “1 to 3 times a week.”

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2012–2013

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 28)	Female* (# = 15)	Male* (# = 13)	All Students (# = 16 432)	Female* (# = 8 132)	Male* (# = 8 300)	All Students (# = 123 251)	Female* (# = 60 268)	Male* (# = 62 983)
SCREEN TIME (TELEVISION) On a school day, how many TV programs do you normally watch?									
	Percentage of students who answered "4 programs or more"†								
Before school	14%	0%	31%	8%	5%	10%	9%	6%	13%
After school	39%	40%	38%	38%	34%	42%	46%	42%	50%
SCHOOLS ATTENDED									
How many schools did you attend before this one?									
	Percentage of students‡								
Only this school/1 other school	86%	87%	85%	77%	77%	76%	78%	78%	77%
2 other schools/3 other schools	11%	7%	15%	16%	15%	16%	15%	15%	16%
4 other schools or more	0%	0%	0%	4%	4%	4%	4%	4%	4%
LANGUAGES STUDENTS SPEAK AT HOME									
	Percentage of students‡								
Only English/Mostly English	46%	40%	54%	55%	54%	56%	71%	71%	72%
Another language (or other languages) as often as English	39%	40%	38%	24%	25%	23%	16%	17%	15%
Mostly another language (or other languages)/ Only another language (or other languages)	14%	20%	8%	19%	19%	19%	11%	11%	11%
LANGUAGES SPOKEN TO STUDENTS AT HOME									
	Percentage of students‡								
Only English/Mostly English	21%	20%	23%	47%	46%	48%	66%	66%	67%
Another language (or other languages) as often as English	32%	27%	38%	20%	21%	19%	14%	14%	13%
Mostly another language (or other languages)/ Only another language (or other languages)	36%	40%	31%	29%	29%	29%	17%	17%	17%

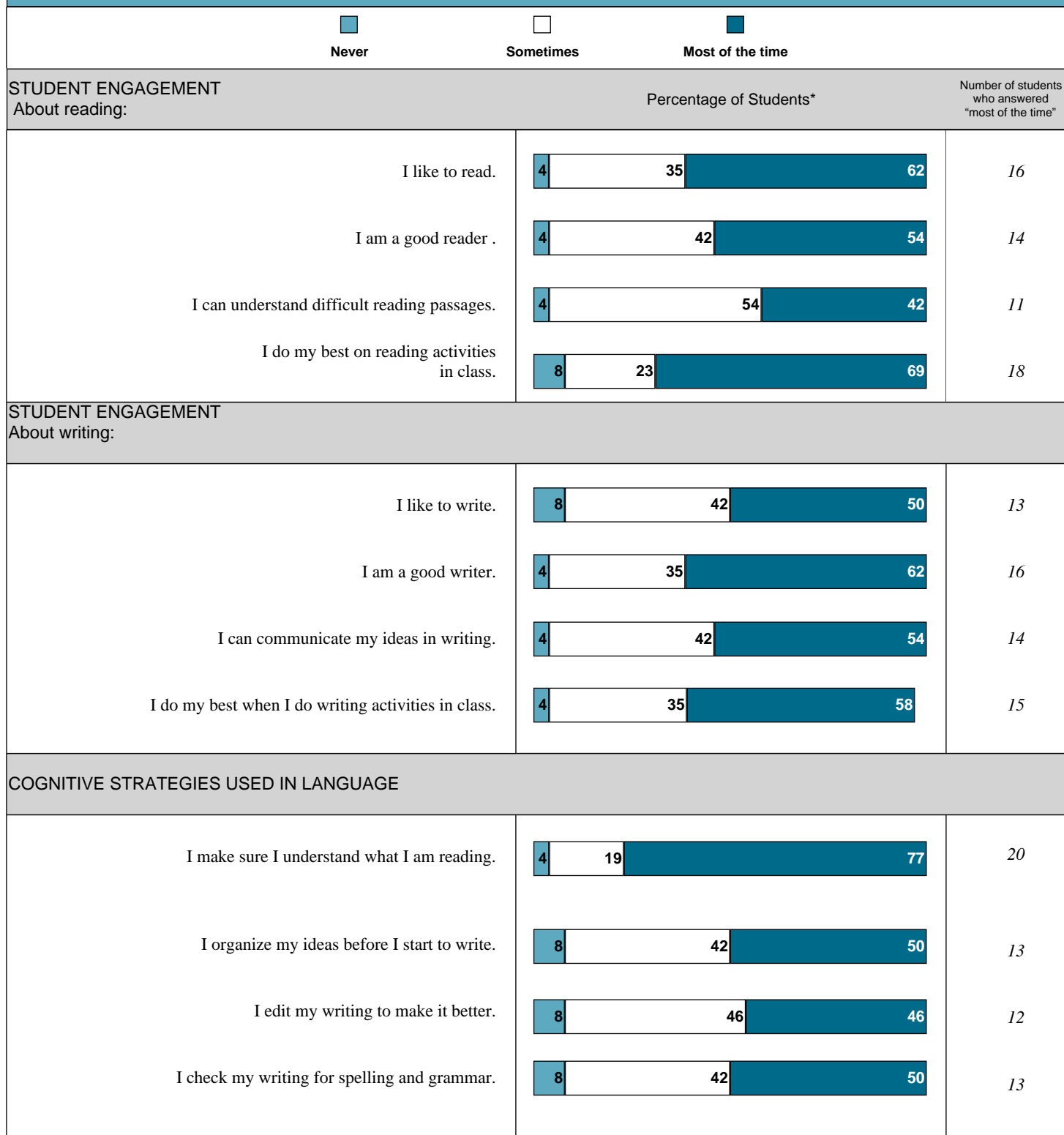
* Only includes students for whom gender data were available.

† Other response options were "0 programs," "1 program" and "2 or 3 programs."

‡ Percentages may not add to 100, due to lack of or ambiguous responses.

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2012–2013

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 6 (# = 26)



* Percentages may not add to 100, due to rounding or to ambiguous responses or blanks. Where there is no number in a bar, the percentage of responses is smaller than four.

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2012–2013

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 6 (# = 26)



Never



Sometimes



Most of the time
STUDENT ENGAGEMENT
About mathematics:

Percentage of Students*

Number of students who
answered
"most of the time"

I like mathematics.



15

I am good at mathematics.



15

I can answer difficult mathematics questions.



14

I do my best on mathematics activities in class.



19

COGNITIVE STRATEGIES USED IN MATHEMATICS

I read over a mathematics problem first to make sure I know
what I am supposed to do.

17

I think about the steps I will use to solve a mathematics
problem.

18




Never



1 or 2 times a month



1 to 3 times a week



Every day or almost every day

READING OUTSIDE SCHOOL

How often do you read the following when you are not at school?

Percentage of Students*

Number of students who
answered
"every day or
almost every day"

Stories or novels



15

Comics



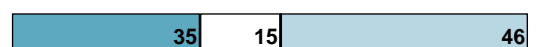
5

Books, newspapers, magazines or websites for information



11

E-mails, text or instant messages



12

Any other type of reading material

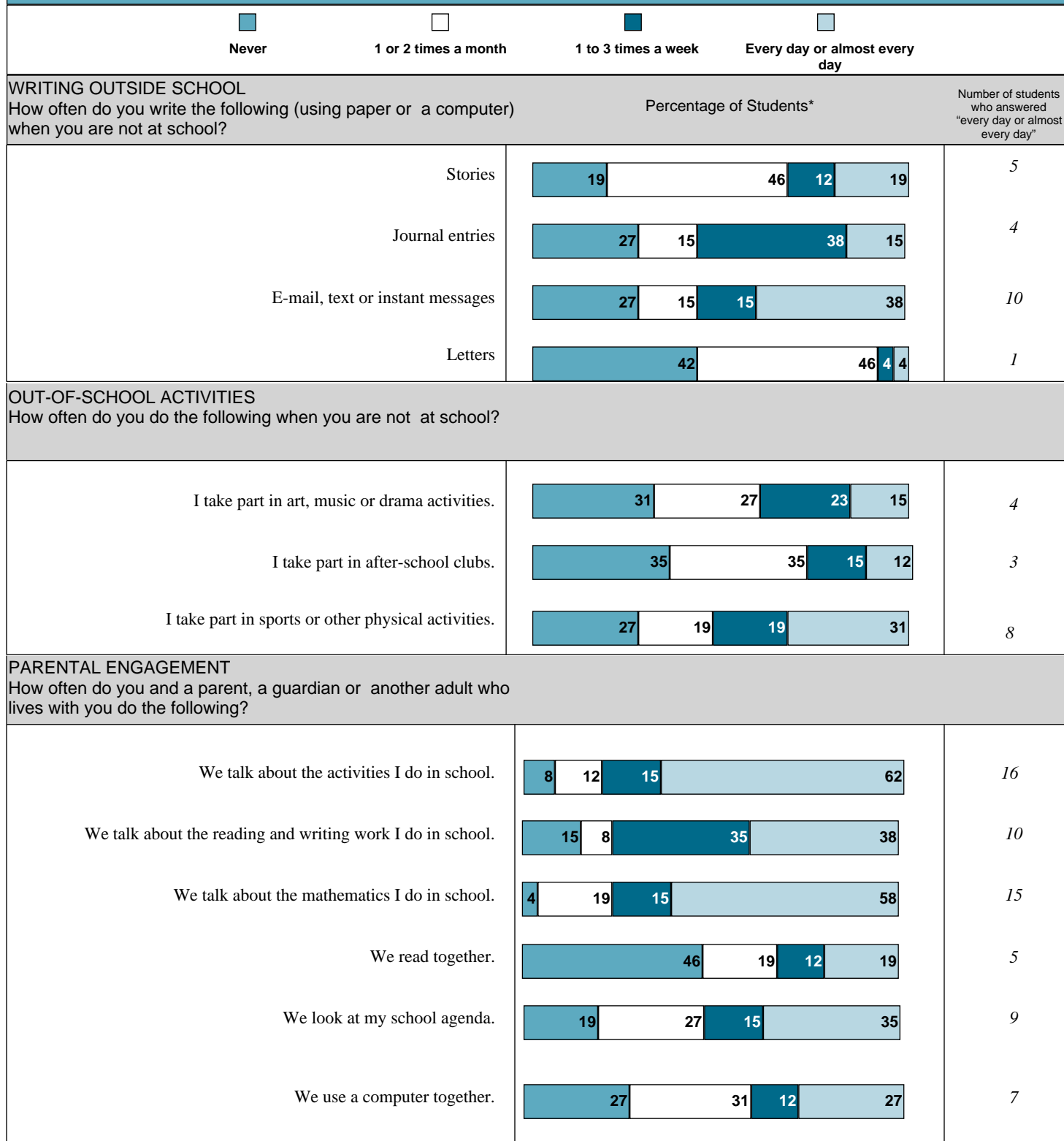


9

* Percentages may not add to 100, due to rounding or to ambiguous responses or blanks. Where there is no number in a bar, the percentage of responses is smaller than four.

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2012–2013

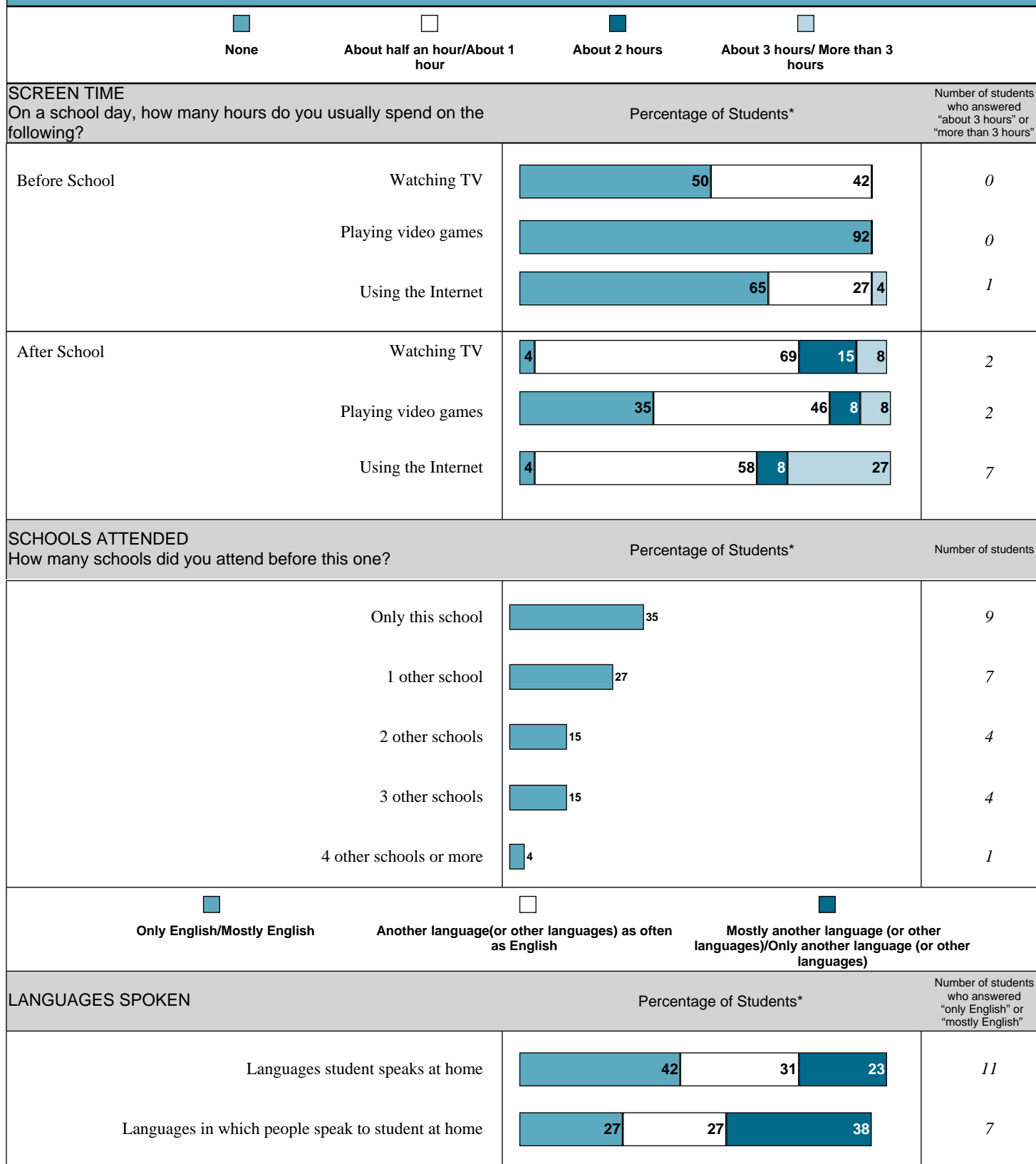
STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 6 (# = 26)



* Percentages may not add to 100, due to rounding or to ambiguous responses or blanks. Where there is no number in a bar, the percentage of responses is smaller than four.

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2012–2013

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 6 (# = 26)



* Percentages may not add to 100, due to rounding or to ambiguous responses or blanks. Where there is no number in a bar, the percentage of responses is smaller than four.

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2012–2013

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 26)	Female* (# = 10)	Male* (# = 16)	All Students (# = 15 877)	Female* (# = 7 867)	Male* (# = 8 010)	All Students (# = 127 419)	Female* (# = 62 541)	Male* (# = 64 869)
STUDENT ENGAGEMENT									
About reading:	Percentage of students who answered “most of the time”†								
I like to read.	62%	80%	50%	52%	59%	45%	48%	56%	40%
I am a good reader.	54%	70%	44%	64%	67%	62%	66%	70%	63%
I can understand difficult reading passages.	42%	40%	44%	37%	36%	39%	38%	36%	40%
I do my best on reading activities in class.	69%	70%	69%	69%	73%	65%	70%	75%	65%
STUDENT ENGAGEMENT									
About writing:	Percentage of students who answered “most of the time”†								
I like to write.	50%	70%	38%	42%	52%	33%	39%	51%	28%
I am a good writer.	62%	70%	56%	41%	47%	36%	42%	50%	35%
I can communicate my ideas in writing.	54%	50%	56%	47%	50%	43%	44%	48%	40%
I do my best on writing activities in class.	58%	70%	50%	65%	69%	61%	67%	73%	61%
COGNITIVE STRATEGIES USED IN LANGUAGE									
	Percentage of students who answered “most of the time”†								
I make sure I understand what I am reading.	77%	90%	69%	73%	77%	70%	72%	75%	68%
I organize my ideas before I start to write.	50%	50%	50%	36%	39%	32%	34%	38%	29%
I edit my writing to make it better.	46%	60%	38%	50%	55%	44%	46%	53%	40%
I check my writing for spelling and grammar.	50%	30%	62%	51%	54%	47%	48%	53%	44%
STUDENT ENGAGEMENT									
About mathematics:	Percentage of students who answered “most of the time”†								
I like mathematics.	58%	40%	69%	53%	44%	61%	47%	39%	55%
I am good at mathematics.	58%	40%	69%	52%	45%	60%	52%	44%	58%
I can answer difficult mathematics questions.	54%	30%	69%	38%	29%	46%	36%	28%	44%
I do my best on mathematics activities in class.	73%	60%	81%	74%	72%	75%	74%	74%	74%
COGNITIVE STRATEGIES USED IN MATHEMATICS									
	Percentage of students who answered “most of the time”†								
I read over a mathematics problem first to make sure I know what I am supposed to do.	65%	70%	62%	74%	78%	71%	73%	77%	69%
I think about the steps I will use to solve a mathematics problem.	69%	50%	81%	54%	55%	53%	49%	50%	49%

* Only includes students for whom gender data were available.

† Other response options were “never” and “sometimes.”

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2012–2013

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 26)	Female* (# = 10)	Male* (# = 16)	All Students (# = 15 877)	Female* (# = 7 867)	Male* (# = 8 010)	All Students (# = 127 419)	Female* (# = 62 541)	Male* (# = 64 869)
READING OUTSIDE SCHOOL How often do you read the following when you are not at school? <div>Percentage of students who answered “every day or almost every day”†</div>									
Stories or novels	58%	70%	50%	36%	42%	30%	33%	39%	26%
Comics	19%	10%	25%	15%	10%	19%	11%	8%	15%
Books, newspapers, magazines or websites for information	42%	50%	38%	34%	35%	32%	30%	32%	28%
E-mails, text or instant messages	46%	50%	44%	50%	58%	42%	55%	64%	47%
Any other type of reading material	35%	50%	25%	30%	32%	27%	28%	30%	25%
WRITING OUTSIDE SCHOOL How often do you write the following (using paper or a computer) when you are not at school? <div>Percentage of students who answered “every day or almost every day”†</div>									
Stories	19%	20%	19%	7%	9%	6%	7%	9%	5%
Journal entries	15%	30%	6%	9%	13%	4%	7%	11%	3%
E-mails, text or instant messages	38%	50%	31%	47%	55%	39%	52%	62%	43%
Letters	4%	0%	6%	4%	4%	4%	3%	4%	3%
PARENTAL ENGAGEMENT How often do you and a parent, a guardian or another adult who lives with you do the following? <div>Percentage of students who answered “every day or almost every day”†</div>									
We talk about the activities I do in school.	62%	70%	56%	53%	55%	50%	53%	56%	50%
We talk about the reading and writing work I do in school.	38%	50%	31%	32%	35%	30%	28%	30%	26%
We talk about the mathematics I do in school.	58%	70%	50%	40%	41%	39%	36%	37%	34%
We read together.	19%	20%	19%	7%	7%	7%	7%	7%	7%
We look at my school agenda.	35%	40%	31%	30%	28%	32%	32%	31%	34%
We use a computer together.	27%	50%	12%	12%	13%	12%	10%	10%	11%
OUT-OF-SCHOOL ACTIVITIES How often do you do the following when you are not at school? <div>Percentage of students who answered “every day or almost every day”†</div>									
I take part in art, music or drama activities.	15%	20%	12%	14%	18%	10%	13%	17%	8%
I take part in after-school clubs.	12%	10%	12%	12%	12%	12%	9%	10%	8%
I take part in sports or other physical activities.	31%	30%	31%	37%	30%	45%	41%	35%	46%

* Only includes students for whom gender data were available.

† Other response options were “never,” “1 or 2 times a month” and “1 to 3 times a week.”

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2012–2013

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)		School			Board			Province		
		All Students (# = 26)	Female* (# = 10)	Male* (# = 16)	All Students (# = 15 877)	Female* (# = 7 867)	Male* (# = 8 010)	All Students (# = 127 419)	Female* (# = 62 541)	Male* (# = 64 869)
SCREEN TIME (TELEVISION) On a school day, how many hours do you usually spend on the following?		Percentage of students who answered “about 3 hours” or “more than 3 hours” †								
Before School	Watching TV	0%	0%	0%	2%	2%	3%	2%	1%	2%
	Playing video games	0%	0%	0%	2%	1%	3%	2%	1%	3%
	Using the Internet	4%	10%	0%	3%	3%	3%	3%	2%	3%
After School	Watching TV	8%	10%	6%	17%	17%	16%	17%	17%	17%
	Playing video games	8%	0%	12%	11%	4%	17%	13%	5%	22%
	Using the Internet	27%	30%	25%	22%	23%	21%	23%	23%	22%
SCHOOLS ATTENDED How many schools did you attend before this one?		Percentage of students‡								
	Only this school/1 other school	62%	60%	62%	66%	66%	66%	69%	69%	69%
	2 other schools/3 other schools	31%	40%	25%	25%	25%	25%	22%	22%	22%
	4 other schools or more	4%	0%	6%	6%	6%	6%	6%	6%	6%
LANGUAGES STUDENTS SPEAK AT HOME		Percentage of students‡								
	Only English/Mostly English	42%	40%	44%	59%	59%	59%	76%	76%	76%
	Another language (or other languages) as often as English	31%	30%	31%	24%	25%	23%	14%	15%	14%
	Mostly another language (or other languages)/ Only another language (or other languages)	23%	30%	19%	15%	14%	16%	8%	7%	8%
LANGUAGES SPOKEN TO STUDENTS AT HOME		Percentage of students‡								
	Only English/Mostly English	27%	20%	31%	49%	49%	50%	70%	70%	70%
	Another language (or other languages) as often as English	27%	20%	31%	21%	22%	20%	13%	14%	13%
	Mostly another language (or other languages)/ Only another language (or other languages)	38%	60%	25%	26%	26%	27%	14%	14%	14%

* Only includes students for whom gender data were available.

† Other response options were “about 2 hours,” “about 1 hour,” “about half an hour” and “none.”

‡ Percentages may not add to 100, due to rounding or to ambiguous responses or blanks.

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2012–2013

EXPLANATION OF TERMS

All Students	Results are reported for all students in the grade.
Participating Students	Results are reported only for those students who took part in the assessment (excludes "no data" and "exempt" categories).
Provincial Standard	The Ministry of Education has set Level 3 as the provincial standard.
Level 4	The student has demonstrated the required knowledge and skills. Achievement surpasses the provincial standard.
Level 3	The student has demonstrated most of the required knowledge and skills. Achievement is at the provincial standard.
Level 2	The student has demonstrated some of the required knowledge and skills. Achievement approaches the provincial standard.
Level 1	The student has demonstrated some of the required knowledge and skills in limited ways. Achievement falls much below the provincial standard.
NE1	"Not enough evidence for Level 1" is used when students did not demonstrate enough evidence of knowledge and understanding to be assigned Level 1.
No Data	Students who did not have a result due to absence or other reasons.
Exempt	Students who were formally exempted from participation in one or more components of the assessment.
English Language Learners	Students who have been identified by the school in accordance with <i>English Language Learners: ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12</i> (2007).
English Language Learners Receiving a Special Provision	English language learners identified by the school as receiving a special provision. Detailed information about special provisions is available in EQAO's <i>Guide for Accommodations, Special Provisions and Exemptions</i> .
Students with Special Education Needs (excluding gifted)	Students who have been formally identified by an Identification, Placement and Review Committee, as well as students who have an Individual Education Plan. Students whose sole identified exceptionality is giftedness are not included.
Students Receiving One or More Accommodations	Students identified by the school as receiving accommodations. Detailed information about accommodations is available in EQAO's <i>Guide for Accommodations, Special Provisions and Exemptions</i> .
N/R	"Not reported" indicates that the number of students participating (fewer than 10 in a group) or responding to the Student Questionnaire is so small (fewer than six in a group) that identification of individual student results might be possible; therefore, results are not reported.
N/D	No data available is used to indicate that there were no students in the grade or subject for the group or year specified.
W	Results are being withheld by EQAO. For further information, please contact the school principal.